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A Report To Mr. Carl Benenati, Chief

Bureau of Manpower Development

Department of Education
New York State

On

CURRICULUM MATERIALS DEVELOPED UNDER A CONTRACT
Dated June 30, 1967

SUBMITTED BY: Mr. Herman A. Kressel, Director
Manpower Development Training Program
New York City Board of Education

PREPARED BY: Dr. Herman Slotkin, January 2, 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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BOARD OF EDUCATION OF THE CITY OF NEW YORK
MANPOWER DEVELOPMENT TRAINING PROGRAM
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February 1, 1968

Mr. Carl Benenati, Chief
Bureau of Manpower Development
State Education Department
Albany, New York 12224

Dear Mr. Benenati:

I take pleasure in transmitting to you the report on curriculum materials developed under contract with the New York State Department of Education. The report is accompanied by 18 Appendices (designated Appendix A through Appendix R) each of which is an item produced under this contract.

I assigned direction of the project to Dr. Herman Slotkin, Coordinator of the Multi-Occupational Project, and he was ably assisted by Mrs. Rose Sealy, and Dr. Evelyn Sussman.

The work we have done has been arduous and time-consuming. Dr. Slotkin, Dr. Sussman, Mrs. Sealy, and other members of my staff have devoted many uncompensated hours to bring this project to fruition. However, the response of your department and other agencies that have seen drafts of these materials has indicated to us that our labors have been worthwhile.

I should like to take the occasion to express my appreciation to the New York State Department of Education for its support, and to the members of my staff involved for the creative and practical results of their efforts.

Finally, I should like to point out that these materials are but a beginning in the process of meeting the instructional needs of M.D.T. Programs. Should funds for continuing curriculum activity become available, the recommendations in our report merit your consideration.

Very truly yours,

Herman A Kressel

HERMAN A. KRESSEL,
Director-M.D.T.Program

BACKGROUND

In the fall of 1966 the Manpower Development and Training Program of the New York City Board of Education requested funds to prepare curriculum materials, the need for which had emerged from training programs then being conducted. Cost estimates were submitted and, in January, 1967, authorization to proceed was received from the State Education Department. Dr. Herman Slotkin was assigned to direct the various curriculum projects to be undertaken. Mrs. Rose F. Sealy assumed responsibility for projects in Counseling, and Dr. Evelyn Sussman for projects in Basic Education.

GOALS

In the planning stage the goals for the Curriculum Project were to develop:

1. Materials on three different levels for shop-related language and mathematics in three to five of the occupational areas listed below:

    - Office Occupations
    - Distributive-Merchandising Occupations
    - Woodworking Occupations
    - Metal-Working Occupations
    - Electro-Mechanical Occupations

2. Occupationally-related daily lesson materials for remedial classes for illiterates, semi-illiterates and non-English speaking trainees in I/T/A and in traditional orthography including parallel sets of graded, occupationally-related reading lessons in each of the orthographies for three to five broad occupational areas listed below:

    - Auto Services
    - Office Occupations
    - Distributive-Merchandising Occupations
    - Woodworking Occupations
    - Metal-Working Occupations
    - Electro-Mechanical Occupations

3. Discussion materials for occupationally-related group counseling sessions involving typical trainee problems and experiment with the use of audio-visual techniques for presenting situations for self-evaluation and job seeking.

These goals were modified after consultation with representatives of the State Education Department as a result of changing and newly-emerged curriculum needs, as well as revised cost estimates based on actual experience. These modifications were peripheral rather than substantive:

These modified goals were:

1. The production of occupationally-related language arts and mathematics course of study materials in three to five multi-occupational "specifics" occupations.

2. The production of occupationally-related remedial lesson materials for native born illiterates, in I/T/A and in traditional orthography; and for non-English speaking trainees in traditional orthography in three to five occupational areas.

3. The production of discussion materials for occupationally-related group counseling, and experimentation with audio-visual techniques for presenting situations for trainee self-evaluation and job-seeking.

IMPLEMENTATION

The greater proportion of the materials created were in the area of basic education. Three levels of literacy were involved:

- Level I -Below grade 4.0 (Functional illiterate)
- Level II -Grades 4.0 to 6.0
- Level III -Above grade 6.0

In developing materials for English as a Second Language trainees we found that they fall into four groups:

- Those who neither speak, read, nor write English and cannot read or write in their native tongue
- Those who speak some English, cannot read or write English, and cannot read or write in their native language.
- Those who neither speak, read, nor write English and are literate in their native language.
- Those who speak some English, cannot read or write English, and are literate in their native tongue.

Until recently the bulk of our ESL trainees have fallen into the last category and, for the most part, the materials we have developed mirror this. Now we are getting trainees in all four categories, which change is reflected in the section on Recommendations.

The counseling materials have been designed to meet the two principal needs of counselors doing group work:

- To pinpoint significant, common problems of trainees that must be the focus of concern in group work.
- To provide models for planning group work sessions.

GOAL 1: Production of occupationally-related language and mathematics materials in three to five multi-occupational "specific" occupations.

Completed Items

1. Occupationally-related language arts and mathematics materials in five Commercial Occupations Specifics (Typist, Keypunch-Verifier, Bookkeeping Machine Operator, Medical Record Clerk, Stenographer). Levels II, III. This consists of two parts: an outline of the materials covered, and an appendix with daily lesson plan materials. The units are graded in order of difficulty and the appendices are keyed to the demands of the specific occupations involved. The appendices also include samplings of specific occupational vocabularies, spelling demons, word elements, as well as vocabulary test questions for teacher guidance. This format was chosen so that it would not be necessary to duplicate common elements in each of the specifics. (See Appendix A)

2. Occupationally-related language and mathematics materials in three (3) Distributive-Merchandising Specifics (Grocery Checker, Shipping Clerk, Sales Clerk). Levels II, III. This consists of two parts: an outline of the language arts and mathematics materials covered, and an appendix with daily lesson plans materials. The units are graded in order of difficulty and the appendices are keyed to the demands of the specific occupations involved. For the guidance of teachers, the appendices, also include trainee rules, sample forms, occupational vocabularies, discussion and comprehension questions, occupational arithmetic aids and a list of free materials. This format was chosen so that it would not be necessary to duplicate common elements in each of the specifics. (See Appendix B)

3. High School Equivalency Work Books and Teacher Guides. (Workbooks: Reading Comprehension, Literature, Correctness of Expression, Social Studies; Guides: Science, Mathematics, Correctness of Expression, Reading Comprehension and Literature). Level III. These additional items were prepared because we desperately needed these materials for the ongoing Police Cadet Program and for six (6) proposed specifics in MULTI IV. (See Appendices C through J).

In all, related basic education materials were prepared for fourteen (14) occupations.

GOAL 2: Production of occupationally-related remedial lesson materials for native born illiterates, in I/T/A and in traditional orthography; and for non-English speaking trainees in traditional orthography in three to five occupational areas.

Completed Items

1. Graded, occupationally-related remedial lesson materials for native born illiterates in I/T/A (Auto Services). Level I.

   1.1 Twenty-Nine (29) Units completed
   1.2 Each Unit contains the following:

   - Introductory Teacher Guide
   - A vocationally oriented original reading selection, sequentially developed
   - A vocationally oriented Discussion Guide with comprehension questions and language arts emphasizing vocational vocabulary
   - Homework assignments based on the reading selection and language lesson.

     (See Appendix K)

2. Parallel, graded, occupationally-related, remedial lesson materials for native born illiterates, in traditional orthography (Auto Services). Levels I,II.

2.1 Twenty-Nine (29) Units completed
2.2 Each Unit contains the following:

- Introductory Teacher Guide
- A vocationally oriented original reading selection, sequentially developed
- A vocationally oriented Discussion Guide with comprehension questions and language arts emphasizing vocational vocabulary
- Homework assignments based on the reading selection and language lesson.
  (See Appendix L)

3. An occupationally-related remediation course outline for English as a Second Language Basic Education (Commercial Occupations, Merchandising, Machine Shop, Metal Fabrication). Levels I, II, III. (See Appendix M)

*4. Sample occupationally-related language arts lesson materials for use with English as a Second Language trainees in the Picture Framing specific (Level II) which includes-

4.1 Introductory Teacher Guide
4.2 A vocationally oriented original reading selection
4.3 A vocationally oriented Oral Discussion Guide based on comprehension of reading selection
4.4 Language lesson derived from reading selection
4.5 Dialogue
(See Appendix N)

*5. A sample of occupationally-related lesson materials for reading improvement (Level I) and language skills upgrading (Level III) in Commercial Occupations. (See Appendix O)

*We are producing sample lessons in these instances rather than complete courses of study because the preparation of remediation materials and the preparation of instructions for teachers is so time consuming.

GOAL 3: Production of discussion materials for occupationally-related group counseling and experimentation with audio-visual techniques for presenting situations for trainee self-evaluation and job seeking.

1. Discussion materials for occupationally-related group counseling (See Appendix P)
2. Sample group work materials using tape-recorded items (See Appendix Q)
3. Sample group work materials using visuals. (See Appendix R)

OUTCOMES

The curriculum materials developed in this project have been designed to meet the instructional needs of New York City Anti-Poverty Programs that cannot be met by commercially available publications. Draft copies of the items we have developed have been shown at various State Education Department Conferences, and have generated great interest. We have submitted to the New York State Department of Education, at its request, additional draft copies of materials for local and national distribution. Requests for thousands of copies have come from State bureaus, communities in New York State, and several States on the eastern seaboard. Clearly there is every reason to believe that we have broken new ground and opened new possibilities in curriculum development for programs for the undereducated and undermotivated.

In addition, some enormous,concommitant benefits grew out of the process of producing curriculum. For one thing, it made for the total involvement of teachers and counselors in the goals of the program and the means for achieving these goals. For another, it made possible the most meaningful kind of supervision and in-service training. And, what is perhaps most important, the creative energies of the entire staff were given encouragement in a significant and productive context.

RECOMMENDATIONS

The materials developed in this project are already in great demand. For our own purposes, large quantities of most items are needed, and, when we add to this the demand for copies from other agencies, bureaus, and communities, we find that we face an impossible publishing task.

We tried to produce the High School Equivalency Workbooks in sufficient quantity for our own use, and the process proved to be costly and disruptive. Therefore, it is important that, after appropriate review, funds be provided for the reproduction in quantity of as many items as possible.

In a number of instances, the materials we have produced are first steps in a process that begs continuance. In addition, new curriculum needs have emerged since our last planning session. We, therefore, urgently request funds to accomplish the following:

1. The preparation of occupationally-related, sequentially graded language arts and mathematics instructional units for English as a Second Language trainees as well as instructional guides for their teachers. These would be accompanied by an English-Spanish glossary of occupational words and phrases. (Level II). This would be the logical development of the Non-English Basic Education Outline (Appendix M) using as a model the items in Appendix N.

2. The preparation of parallel, graded, Level I remediation lesson materials for functional illiterates in TO and I/T/A in Building Services, Distributive Occupations, Health Occupations and/or other demand occupations.

3. The production of additional supplementary materials for group counseling. This would amplify the repertoire of group counseling plans available and continue the development of plans using audio-visual media.

4. The production of programmed, sequentially-graded, occupationally-related Workbooks and Drill Sheets for use in a Basic Education Remediation Laboratory for Levels I, II, III.

5. The production of "Good Impressions" materials to enable us to provide greater impact in preparing our trainees in good grooming, manners, poise, and job interview techniques. Our pilot efforts in this direction justify an investment of curriculum time to prepare appropriate plans, illustrative materials, worksheets, etc.

Respectfully submitted,

Herman Slotkin

HERMAN SLOTKIN, Coordinator

* * *

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APPENDIX A

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BOARD OF EDUCATION, CITY OF NEW YORK

MANPOWER DEVELOPMENT & TRAINING PROGRAM

BASIC EDUCATION OUTLINE - COMMERCIAL OCCUPATIONS

SPECIFICS

- TYPIST
- KEYPUNCH VERIFIER
- BOOKKEEPING MACHINE OPERATOR
- MEDICAL RECORD CLERK
- STENOGRAPHER

AUGUST, 1967

ED0 36608

FOREWARD

"The dynamic curriculum is developed through an evolving process and cannot be entirely made in advance. Content and activities are determined, in part, by the process itself".

The type of education contained in this outline has abandoned traditional school subjects, as such, and makes no distinction between academic and vocational materials; the course of study must be based on material that is culled from many sources of information, rather than the study of a single textbook and a fixed body of content;

> This Basic Education outline is suggestive rather than prescriptive and will, it is hoped, provide the teacher with a springboard for creating his own materials in consonance with sound educational principles. It will be of most value to the teacher who uses it to support and strengthen the learnings which the student acquires daily in his broad area job training. Frequent and close communication between the "job training" teacher and the teacher of basic education is essential to the effective functioning of both programs.

The time allotment for Basic Education instruction varies from 240 to 450 hours. The schedule should consist of approximately two-thirds of the time allotment for the Language Arts and the remainder for Mathematics. However, since some trainees may have varying degrees of proficiency in language or arithmetic skills, the alloted instructional time for the two subject areas must be flexible. Pretesting and periodic testing will reveal areas of weakness as the determining factors for the schedule.

PREFACE

MOTIVATION FOR LEARNING

There must be a close relationship between the basic education program and the broad area job training of the student. The necessity to read words, phrases or sentences, which will be of help to the student in his job training, and in holding down the job he needs and likes, is the greatest incentive for learning to read.

INDIVIDUALIZATION AND DIFFERENTIATION OF INSTRUCTION

These are the key words in planning a curriculum in connection with the specific job areas. This job area basic education outline has been organized to provide the teacher with:

- A. A graded and sequential basic education program in connection with the training for the job which the student is receiving at the same time.
- B. A unified approach to teaching basic education using the common integrating experience of "on-the-job" training to vitalize and concretize learnings in related areas such as reading, vocabulary-spelling, grammar-usage, and mathematics.
- C. Teaching materials which will be helpful in extending learnings, broadening backgrounds, and clarifying both educaional and job concepts.
- D. Techniques for evaluating growth in basic education, mastery of some job content and aspects of personal self-improvement.

TEACHING READING

- A. Because the need to read with comprehension is pertinent to all job areas, special emphasis should be placed on the reading instructional program. The following is suggested to help in your planning:
  1. Oral discussion of job topic learned in work-shop session.
  2. Listing of job vocabulary on chart or chalkboard.
  3. Developing reading charts, using that vocabulary. (Reading charts may be cooperative, experimental or teacher-made).
  4. Using the reading chart as a basis for further vocabulary development, structural analysis, word attack skills and comprehension skills.
  5. Some of the skills to be developed are:
     - extending vocabulary
     - sight words
     - initial consonants
     - final consonants
     - diagraphs, blends
     - vowel sounds, long and short
     - blending of initial consonant with vowel sound
     - compound words, hypenated words
     - root words, suffixes, prefixes
     - dictionary skills, location skills
     - syllabification, accent, diacritical markings
     - synonyms, antonyms, homonyms
     - sentence, paragraph formation
     - punctuation
     - comprehension skills such as
       - getting main thought
       - finding details
       - determining sequency
       - drawing inferences
       - interpreting diagrams, legends
     - skimming and scanning
     - outlining, note-taking
     - summarization
  6. Manuals, booklets, texts, trade-books, filmstrips, etc., relevant to the specific job area will provide some of the basic materials.
  7. Correlation with various curriculum areas will lead to related instruction in basic arithmetic.
- B. Reading is part of the entire language arts program which includes oral discussion, listening, functional and creative writing, spelling. It is important that skill in all areas, listening, speaking, writing, spelling, and reading be developed to increase job competency.
- C. Spelling is a key area in assessing entrants to the Commercial Occupations.

(Preface continued next page)

The study of groups of words which have related spelling patterns develops the necessary background against which each individual word is examined. The words already mastered strengthen this background for learning more new words. Therefore, considerable and frequent dictation of new words and review words in context is recommended. Students may wish to contribute their own paragraphs incorporating words of the unit. These would form a reservoir for class and individual study, thus aiding mastery of the basic commercial vocabulary.

TEACHING MATHEMATICS

A. Students need to develop commercial mathematic skills in the following areas:
   1. number sense
   2. basic processes
   3. verbal mathematics
   4. business problems

B. While the syllabus emphasizes area 4-commercial problems, the diagnosis of areas 1, 2, 3 must be done:
   1. as a sequential development of skills and concepts.
   2. as the particular skill is needed to perform the arithmetic of the unit.

C. Mathematical competency includes:
   1. number sense
      a) counting - by 1,2,10,12.
      b) quantity - What is 1, 101, 10,000, 1/4, 2/4.
      c) number systems
         1) place value and 10 based decimal system--meaning of percents, metric system (esp. for medical record clerk).
         2) other than decimal systems--unit quantities (quarts, pounds), fractions.
   2. Basic process
      a) using symbols in equation or column form -- 5+?=12, 15 yards

         $\underline{\times 7}$

         ?

      b) using business forms--sales slips, ledgers
   3. Verbal problem solving mathematics--what number is 80% of 120? 20 pencils at 6¢ each cost ?
   4. Commercial problems in verbal form.
      a) meaning of vocabulary--gross profit, net cost.
      b) inferring the related mathematics to be performed--the selling price is 150% of the cost, what was the cost of the desk sold for $90.00.

BOARD OF EDUCATION CITY OF NEW YORK

MANPOWER DEVELOPMENT TRAINING PROGRAM

BASIC EDUCATION OUTLINE - COMMERCIAL OCCUPATIONS

TYPIST - KEYPUNCH VERIFIER - BOOKKEEPING MACHINE OPERATOR - MEDICAL RECORD CLERK -STENOGRAPHER(TOTAL HOURS 240 - 450)

UNIT	LANGUAGE ARTS	UNIT HOURS	PAGE
	FOREWARD		
	PREFACE		
I.	ORIENTATION - SAFETY	14-27	1
II.	REVIEW OF BASIC INFORMATION - TYPEWRITER	15-31	2
III.	REVIEW OF BASIC SKILLS IN FILING - DICTIONARY	21-36	3,4
IV.	OFFICE PRACTICE TRAINING - COMMUNICATIONS	20-36	5,6
V.	OFFICE MAIL OPERATIONS - POSTAL SERVICES	20-36	7,8
VI.	STANDARD LETTER FORMAT - PRODUCTION TECHNIQUES	18-34	9,10
VII.	CALCULATING AND DATA PROCESSING MACHINES	18-34	11,12
VIII.	RECORD KEEPING - RELATED OFFICE PROCEDURES	17-33	13,14
IX.	REVIEW AND PRE-EMPLOYMENT INTERVIEW AND WRITTEN		15
	TEST PRACTICE	17-33	15
	HOURS	160-300	

UNIT	MATHEMATICS	HOURS FOR EACH UNIT	PAGE
I.	REVIEW OF WHOLE NUMBER	21 - 40 23 - 45 30 - 55	16
II.	FRACTIONS, DECIMAL FRACTIONS, PERCENTAGES	30 - 55 30 - 55	17,1
III.	INTEREST, DISCOUNT BUYING AND SELLING	30 - 55 23 - 45	19
IV.	ADDITIONAL RELATED BUSINESS ARITHMETIC PRE-EMPLOYMENT TEST PRACTICE	30 - 55 23 - 45	20
		240 - 450	

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A P P E N D I X

I. FREQUENTLY MISSPELLED WORDS
II. COMMERCIAL OCCUPATIONS - SPELLING WORDS
III. CASHIER - SPELLING WORDS
IV. KEYPUNCH - SPELLING WORDS
V. COMMON MEDICAL TERMINOLOGY - WORD ELEMENTS
VI. DICTIONARY OF BOOKKEEPING TERMS
VII. SAMPLE VOCABULARY TEST QUESTIONS
VIII. AMS ARITHMETIC REVIEW PROBLEMS
IX. SAMPLE ARITHMETIC TEST QUESTIONS

BOARD OF EDUCATION - CITY OF NEW YORK

MANPOWER DEVELOPMENT TRAINING PROGRAM

PART I

COURSE: COMMERCIAL OCCUPATIONS, SPECIFICS - LANGUAGE

TYPIST - KEYPUNCH VERIFIER - BOOKKEEPING MAC

MAJOR-UNIT-CONTENT	CLOCK HOURS	APPLIED READING COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED GR
1 RIENTATION A. COMMERCIAL OFFICE SKILLS 1) BOOKKEEPING MACHINE OPERATION 2) STENOGRAPHIC SKILLS 3) GENERAL OFFICE & CLERICAL SKILLS A. TYPING B. FILING-RECORD KEEPING C. RECEPTIONIST D. SWITCH BOARD OPERATION 4) KEYPUNCH OPERATION 5) MEDICAL RECORDS KEEPING B. JOB QUALIFICATIONS 1) BASIC JOB SKILLS A. COMMUNICATION: ORAL, WRITTEN, READING COMPREHENSION B. PRACTICAL MATHEMATICS 2) PERSONAL QUALITIES A. APPEARANCE B. WORKING WITH OTHERS-COOPERATION C. FOLLOWING OFFICE ROUTINES D. USING JUDGMENT E. INITIATIVE	7 - 10	1. GENERAL AND SPECIFIC COMPREHENSION A. INITIAL READING FOR MAIN IDEAS-GENERAL PICTURE 1) TYPES OF OFFICE OCCUPATIONS 2) OFFICE FUNCTIONS 3) BASIC JOB SKILLS 4) PERSONAL QUALITIES B. REREADING FOR SPECIFIC INFORMATION 1) UNDERSTANDING PRECISE MEANING OF WORDS: EX. WHAT DO "NOTATIONS" MEAN? SENTENCE: "NOTATIONS HAVE TO BE MADE AND READ." 2) RELATING TO SPECIFIC MEANING OF CONTEXT: EX. WHAT DOES "AND READ" MEAN IN THE ABOVE? C. APPLICATION - READ SECTION ON PERSONAL QUALITIES AND FIND REASONS WHY PUNCTUALITY IS ESSENTIAL: EX. CLASS DISCUSSION, "WHAT DIFFERENCE DOES IT MAKE IF YOU ARE ONLY 10 MINUTES LATE EACH DAY?"	1. REVIEW OF TERMINOLOGY A. SMALL OCCUPATIONS-SIMILARITIES AND DIFFERENCES: TYPIST, KEYPUNCH VERIFIER, BOOKKEEPING MACHINE OPERATOR, MEDICAL RECORD CLERK, STENOGRAPHER B. STUDENT NOTEBOOK PREPARATION 1) ORGANIZATION A. PAGE HEADINGS, CLASS TOPIC, DATE B. SEPARATE SECTIONS FOR EACH SUBJECT AREA 2) USE OF NOTEBOOK SECTIONS A. VOCABULARY AND SPELLING LISTS B. OCCUPATIONAL INFORMATION C. MEANING OF FAMILIAR WORDS 1) SPECIFIC MEANING OF FAMILIAR WORDS: EX. SUMMARIZE, ACCURATELY 2) WORDS WITH MORE THAN ONE MEANING: EX. FIGURE, CONCERN	1. REVIEW TENCE S PUNCTUA A. REVIEW TENCE S 1) IDENT AND 2) MAKIN WITH S COMPOU 3) REVIEW WORD TENCE 4) IDENTI STANDI WORD B. REVIEW TUATION QUESTION CLAMATIO 1) TO CLA IN END A. STA B. QUE C. STR 2) OTHER PERIOD A. ABBR B. DECI C. NUM
2. SAFETY - OFFICE AND SCHOOL A. ACCIDENT PREVENTION 1) SAFETY PRECAUTION 2) MACHINE HAZARDS B. FIRE PREVENTION 1) PERSONAL DRESS 2) OBSERVING REGULATIONS		2. READING OF SAFETY INFORMATION AND REGULATIONS A. INITIAL READING FOR GENERAL PROCEDURES B. REREADING FOR IMPORTANT DETAILS	2. KEY SAFETY WORDS: EX. REGULATION, PROCEDURE, CAUTION A. GENERAL CONCEPT OF WORDS B. SPECIFIC MEANING IN SAFETY CONTEXT	2. REFER APPLY CONTENT

BOARD OF EDUCATION - CITY OF NEW YORK

MANPOWER DEVELOPMENT TRAINING PROGRAM

COURSE: COMMERCIAL OCCUPATIONS, SPECIFICS - LANGUAGE ARTS

TYPIST - KEYPUNCH VERIFIER - BOOKKEEPING MACHINE OPERATOR - MEDICAL RECORD CLERK - STENOGRAPHER

COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED GRAMMAR - USAGE	METHODS AND MATERIALS	EVALUATIONS
CIFIC G FOR MAIN PICTURE ICE OCCUPATIONS IONS ILLS LITIES SPECIFIC PRECISE MEAN- EX. WHAT DO EAN? SENTENCE: AVE TO BE MADE PECIFIC MEAN- T: EX. WHAT D" MEAN IN READ SECTION ALITIES AND HY PUNCTUALITY EX. CLASS DIS- DIFFERENCE F YOU ARE ONLY E EACH DAY?"	1. REVIEW OF TERMINOLOGY A. SMALL OCCUPATIONS-SIMILARITIES AND DIFFERENCES: TYPIST, KEYPUNCH VERIFIER, BOOKKEEPING MACHINE OPERATOR, MEDICAL RECORD CLERK, STENOGRAPHER B. STUDENT NOTEBOOK PREPARATION 1) ORGANIZATION A. PAGE HEADINGS, CLASS TOPIC, DATE B. SEPARATE SECTIONS FOR EACH SUBJECT AREA 2) USE OF NOTEBOOK SECTIONS A. VOCABULARY AND SPELLING LISTS B. OCCUPATIONAL INFORMATION C. MEANING OF FAMILIAR WORDS 1) SPECIFIC MEANING OF FAMILIAR WORDS: EX. SUMMARIZE, ACCURATELY 2) WORDS WITH MORE THAN ONE MEANING: EX. FIGURE, CONCERN	1. REVIEW OF BASIC SENTENCE STRUCTURE AND PUNCTUATION A. REVIEW OF BASIC SENTENCE STRUCTORE 1) IDENTIFYING SUBJECT AND PREDICATE 2) MAKING VERB AGREE WITH SIMPLE AND COMPOUND SUBJECTS 3) REVIEW OF NORMAL WORD ORDER IN SENTENCE 4) IDENTIFYING AND UNDERSTANDING INVERTED WORD ORDER B. REVIEW OF BASIC PUNCTUATION - PERIOD, QUESTION MARK, EXCLAMATION MARK 1) TO CLARIFY MEANING IN ENDING SENTENCES A. STATEMENT B. QUESTION C. STRONG EMOTION 2) OTHER USES OF A PERIOD A. ABBREVIATION B. DECIMALS C. NUMBERING ITEMS	1. ORIENTATION A. TEXTBOOKS 1) FRED C. ARCHER, RAYMOND F. BRECKER, JOHN C. FRAKES, GENERAL OFFICE PRACTICE, MCGRAW HILL, N.Y., 1969, CHAP. 2 AND 3 2) PETER L. AGNEW AND JOHN R. MEEHAN, CLERICAL OFFICE PRACTICE, SW PUB. CO., CINCINNATI, OHIO, 1961 B. CLASS MADE CHART-OUTLINE OF COMMERCIAL OCCUPATIONS AND FUNCTIONS; EX. TYPIST TYPES-FORMS, REPORTS, BUSINESS PAPERS COPIES-DRAFTS, MATERIALS RECORDS-LISTS, ENTRIES, INFORMATION MISCELLANEOUS-CHECKS, FILES, TELEPHONES, COMPUTES, LABELS C. INDIVIDUAL OUTLINE-PERSONAL QUALITIES FOR COMMERCIAL OCCUPATIONS	1. ORIENTATION A. OBSERVATION OF GROUP AND INDIVIDUAL RESPONSES TO DETERMINE STUDENT NEEDS AND LANGUAGE SKILLS 1) GENERAL COMPREHENSION 2) WORD KNOWLEDGE 3) USAGE 4) SPELLING B. SENTENCE DICTATION TESTS ON COMMERCIAL OCCUPATION CHARTS OF FUNCTIONS AND PERSONAL QUALITIES C. NOTEBOOK CHECK 1) ORGANIZATION 2) ACCURACY OF SPELLING AND OCCUPATIONAL INFORMATION
TY INFORMATION ING FOR GEN- RES R IMPORTANT	2. KEY SAFETY WORDS: EX. REGULATION, PROCEDURE, CAUTION A. GENERAL CONCEPT OF WORDS B. SPECIFIC MEANING IN SAFETY CONTEXT	2. REFER TO ABOVE AND APPLY TO SAFETY CONTENT	2. SCHOOL SAFETY CHARTS AND SAFETY MANUALS A. LIST ESSENTIAL ITEMS B. NUMBER ITEMS SEQUENTIALLY EX. NUMBER FIRE DRILL INSTRUCTIONS IN ORDER OF PERFORMANCE	2. SPELLING TESTS OF SAFETY ESSENTIALS WITH SENTENCES CONTAINING KEY WORDS OF LESSON

BOARD OF EDUCATION - CITY OF NEW YORK

MANPOWER DEVELOPMENT TRAINING PROGRAM

PART I

COURSE: COMMERCIAL OCCUPATIONS, SPECIFICS - LANGUAG
TYPIST - KEYPUNCH VERIFIER - BOOKKEEPING MA

MAJOR-UNIT-CONTENT	CLOCK HOURS	APPLIED READING COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED GRA
IT II REVIEW OF BASIC INFORMATION-TYPEWRITERS A. KINDS OF TYPEWRITERS: 1) MANUAL 2) ELECTRIC 3) PORTABLE B. TYPEWRITERS FOR SPECIAL FUNCTIONS 1) AUTOMATIC: PERFORATED ROLL AND PUNCHED TAPE 2) FLEXIBLE TYPEWRITERS: VARI-TYPEWRITER AND PROPORTIONAL SPACING TYPEWRITER C. OFFICE EQUIPMENT: DESK, TYPEWRITER STAND, POSTURE CHAIR, COPYHOLDERS D. GOOD TYPING HABITS: 1) CARE OF EQUIPMENT 2) WORKING HABITS, DRILLS, NEATNESS, ACCURACY, EFFICIENT USE OF TIME		1. READING FAMILIAR CONTENT MATERIAL A. IDENTIFYING THE STRUCTURE 1) MEANING OF CHAPTER TITLE 2) LOCATING MAIN SECTIONS 3) LOCATING SUB-SECTIONS B. READING A SECTION FOR GENERAL INFORMATION C. EXAMINING KINDS OF TYPOGRAPHICAL READING AIDS 1) PLACEMENT AND TYPE SIZE OF HEADINGS 2) USE OF SPECIAL PRINT: EX. ITALICS, BOLD FACE, COLOR D. RECOGNIZING IMPORTANT DETAILS 1) TO IMPROVE GENERAL COMPREHENSION 2) MAKING NOTES OF IMPORTANT DETAILS - TO REMEMBER OR RECORD 3) SELECTING IMPORTANT DETAILS OF PROBLEMS FOR CLASS DISCUSSION	1. DIAGNOSIS & REVIEW OF WORD BUILDING A. INITIAL DIAGNOSTIC EVALUATION OF SPELLING DIFFICULTIES 1) REVIEW & CORRECTION OF ERRORS ON UNIT I SPELLING TEST 2) DISCUSSION OF INDIVIDUAL SPELLING NEEDS 3) REVIEW OF STEPS IN WORD LEARNING: SEE, THINK, SAY AND BUILD THE WORD A. PRONUNCIATION BY SYLLABLES B. STUDYING DIFFICULT PARTS OF WORDS, EX. ROU-TINE, CAR-RIAGE, AC-CU-RATE-LY B. BASIC STRUCTURE OF MULTI-SYLLABIC WORDS OF LESSON 1) ROOT 2) AFFIXES (PREFIXES, SUFFIXES) 3) COMPOUND WORDS, EX. TYPE-WRITER, BOOK-KEEP-ER C. CLASS CHART OF WORDS OF LESSON TO COMPARE STRUCTURE OF WORD WITH ITS SYLLABIFICATION EX. WORD SYLLABIFICATION ROOT IMPORTANT IM-POR-TANT PORT PORTABLE PORT-A-BLE PORT	1. REVIEW O SPEECH A. TERMINOL VERB, NOU JECTIVE, SITION O "NOUN" I PLACE, O B. CLASS CH SPEECH NAME MEANIN NOUN NAME O PERSON PLACE THING 2. REVIEW O A. AGREE AND VE 1) FIND OF VE 2) COLL B. USE OF CONVEY ING 1) REGULA 2) COMMO VERBS C. STUDENT REGULAR PRESENT PAST BEGIN BEGA PAY PAID 3. REVIEW OF WORD END MODIFY M RECORD, I RECORDIN

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COURSE: COMMERCIAL OCCUPATIONS, SPECIFICS - LANGUAGE ARTS

TYPIST - KEYPUNCH VERIFIER - BOOKKEEPING MACHINE OPERATOR - MEDICAL RECORD CLERK - STENOGRAPHER

OMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED GRAMMAR - USAGE	METHODS AND MATERIALS	EVALUATIONS
CONTENT E STRUCTURE HAPTER TITLE N SECTIONS -SECTIONS ION FOR GEN- ON S OF TYPO- ING AIDS D TYPE SIZE AL PRINT: EX. D FACE, COLOR PORTANT DETAILS ENERAL CON- OF IMPORTANT REMEMBER OR PORTANT DETAILS FOR CLASS	1. DIAGNOSIS & REVIEW OF WORD BUILDING A. INITIAL DIAGNOSTIC EVALUATION OF SPELLING DIFFICULTIES 1) REVIEW & CORRECTION OF ERRORS ON UNIT I SPELLING TEST 2) DISCUSSION OF INDIVIDUAL SPELLING NEEDS 3) REVIEW OF STEPS IN WORD LEARNING: SEE, THINK, SAY AND BUILD THE WORD A. PRONUNCIATION BY SYLLABLES B. STUDYING DIFFICULT PARTS OF WORDS, EX. ROU-TINE, CAR-RIAGE, AC-CU-RATE-LY B. BASIC STRUCTURE OF MULTI-SYLLABIC WORDS OF LESSON 1) ROOT 2) AFFIXES (PREFIXES, SUFFIXES) 3) COMPOUND WORDS, EX. TYPE-WRITER, BOOK-KEEP-ER C. CLASS CHART OF WORDS OF LESSON TO COMPARE STRUCTURE OF WORD WITH ITS SYLLABIFICATION EX. WORD — SYLLABIFICATION — ROOT IMPORTANT — IM-POR-TANT — PORT PORTABLE — PORT-A-BLE — PORT	1. REVIEW OF PARTS OF SPEECH A. TERMINOLOGY & FUNCTION: VERB, NOUN, PRONOUN, ADJECTIVE, ADVERB, PREPOSITION CONJUNCTION, EX. "NOUN" IS A PERSON, PLACE, OR THING B. CLASS CHART: PARTS OF SPEECH NAME — MEANING — EXAMPLE NOUN — NAME OF PERSON, PLACE OR THING — MARY, OFFICE TYPIST TYPEWRITER 2. REVIEW OF VERBS A. AGREEMENT OF SUBJECT AND VERB: 1) FINDING SUBJECT OF VERB 2) COLLECTIVE NOUNS B. USE OF VERB TENSE TO CONVEY TIME & MEANING 1) REGULAR VERBS 2) COMMON IRREGULAR VERBS C. STUDENT LIST OF IRREGULAR VERBS: PRESENT — PAST — PAST PARTICPLE BEGIN — BEGAN — BEGUN PAY — PAID — PAID 3. REVIEW OF CHANGES IN WORD ENDINGS TO MODIFY MEANING, EX. RECORD, RECORDER, RECORDING	1. BASIC WORD INFORMATION A. READING TO REVIEW BASIC TYPING INFORMATION AND TO UNDERSTAND THE STRUCTURE AND FORMATION OF A CHAPTER; GENERAL OFFICE PRACTICE, CHAP. 8 B. RUTH GLEESON & JAMES COLVIN, WORDS MOST OFTEN MISSPELLED & MISPRONOUNCED - PAPER BACK N.Y., 1963 C. HARRY SHEFTER, 6 MINUTES A DAY TO PERFECT SPELLING, WASH. SQ., PUB., NEW YORK, 1963 1) REVIEW STEPS IN LEARNING SPELLING 1, 2 2) REVIEW BASIC STRUCTURE OF MULTI-SYLLABIC WORDS, CHAP. 6 D. WEBSTER'S NEW WORLD DICTIONARY OF THE AMERICAN LANGUAGE, POPULAR LIBRARY, INC. N.Y., 1959 (PAPER BACK - 50¢) E. JEANNE REED, BUSINESS ENGLISH, McGRAW HILL, N.Y., 1966 1) SENTENCE STRUCTURE AND PARTS OF SPEECH UNITS 1 & 2 2) TEACHER REFERENCE UNITS 6 -13 F. CLARENCE B. CAREY, BUSINESS SPELLER, VOCABULARY BUILDER PITMAN PUB. CO., N.Y. 1960. USE FOR COMPOUND WORDS ON VOCABULARY BUILDING	1. MEASUREMENT OF ESSENTIALS IN PARTS OF SPEECH A. INFORMAL EVALUATION OF STUDENT ABILITY TO LOCATE MAIN SECTIONS AND SELECT ESSENTIAL DETAILS B. TEST MATCHING NAMES OF OFFICE MACHINES WITH THEIR FUNCTION C. SPELLING TESTS OF WORDS OF LESSON 1) DIVISION OF WORDS INTO SYLLABLES 2) DICTATION IN SENTENCES D. TEACHER-MADE OR COMMERCIAL TESTS 1) CORRECTION OF ERRORS IN SENTENCE STRUCTURE 2) IDENTIFICATION OF PARTS OF SPEECH 3) VERB COMPLETION TEST: AGREEMENT WITH SUBJECT AND CORRECT TENSE

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PART I

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TYPIST - KEYPUNCH VERIFIER - BOOKKEEPING MA

MAJOR UNIT-CONTENT	CLOCK HOURS	APPLIED READING COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED
UNIT III I. REVIEW OF BASIC SKILLS IN FILING A. PURPOSE: 1) LOCATING RECORDS 2) MAINTAINING RECORDS B. ALPHABETIC FILING BY: 1) INDIVIDUAL NAME 2) FIRM NAME 3) SUBJECT FILING A. TYPE OR PLACE OF BUSINESS B. OCCUPATION C. REFERENCES C. METHODS AND PROCEDURES OF FILING		I. STEPS IN READING A. SURVEY READING TO GET GENERAL VIEWS 1) TYPES OF FILING SYSTEMS 2) SEQUENTIAL ORDER OF FILING PROCEDURES B. REREADING TO UNDERSTAND INDIVIDUAL PROCEDURES 1) METHODS OF INDEXING 2) IDENTIFYING AND FILING INCOMPLETE ITEMS C. COMBINING INDIVIDUAL PRINCIPLES 1) SELECTING INDEX ORDER FOR NEW FILE 2) INDEXING UNUSUAL ITEMS D. APPLICATION OF PRINCIPLES - ITEMS FOR SPECIFIC PURPOSE 1) USING INDEXING PROCEDURES TO LOCATE FILED ITEMS 2) FINDING NEEDED INFORMATION IN TEXT FOR FILING UNUSUAL ITEMS: EX. MINTER, R.: MCBRIDE, A.; MACARTHUR, K.	I. REVIEW OF DICTIONARY USAGE WITH WORDS OF LESSON A. LOCATING WORD(S) 1) APLHABETICAL ORDER 2) LOCATING PAGE (GUIDEWORDS) 3) LOCATING WORD ON PAGE B. SELECTING CORRECT FORM OF WORD 1) PARTS OF SPEECH 2) PLURALS, VERBS, INFLECTIONS, DERIVED WORDS C. CORRECT PRONUNCIATION 1) UNDERSTANDING PHONETIC SYMBOLS 2) READING FAMILIAR WORDS IN PHONETIC FORM: EX. KEY - KĒ 3) SYLLABIFICATION 4) PRIMARY AND SECONDARY STRESS (ACCENT) D. CLASS MADE CHART OF DICTIONARY INFORMATION FOR WORDS OF LESSON; EX.	I. VERB A. BEI AN, B. TRA TAK SHE C. INT DO EX. D. CONF ITIV ITIV LAY,

WORD	SPEECH PARTS	SYLLABIFICATION
1. INDEX	NOUN-VERB	IN-DEX
2. STENOGRAPHIC	ADJECTIVE	STEN-O-GRAPH-IC
3. OPERATION	NOUN	OP-ER-A-TION

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COURSE: COMMERCIAL OCCUPATIONS, SPECIFICS - LANGUAGE ARTS

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NG COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED GRAMMAR - USAGE	METHODS AND MATERIALS	EVALUATIONS
ING DING TO GET GENERAL FILING SYSTEMS L ORDER OF FILING S O UNDERSTAND IN- OCEDURES F INDEXING NG AND FILING IN- ITEMS NDIVIDUAL PRIN- INDEX ORDER FOR UNUSUAL ITEMS OF PRINCIPLES - PECIFIC PURPOSE EXING PROCEDURES FILED ITEMS EEDED INFORMATION OR FILING UNUSUAL . MINTER, R.: A.; MACARTHUR, K.	1. REVIEW OF DICTIONARY USAGE WITH WORDS OF LESSON A. LOCATING WORD(S) 1) APLHABETICAL ORDER 2) LOCATING PAGE (GUIDEWORDS) 3) LOCATING WORD ON PAGE B. SELECTING CORRECT FORM OF WORD 1) PARTS OF SPEECH 2) PLURALS, VERBS, INFLECTIONS, DERIVED WORDS C. CORRECT PRONUNCIATION 1) UNDERSTANDING PHONETIC SYMBOLS 2) READING FAMILIAR WORDS IN PHONETIC FORM: EX. KEY - KĒ 3) SYLLABIFICATION 4) PRIMARY AND SECONDARY STRESS (ACCENT) D. CLASS MADE CHART OF DICTIONARY INFORMATION FOR WORDS OF LESSON; EX.	1. VERB TERMS A. BEING VERBS (EX. BE, AM, BEING, WAS) B. TRANSITIVE VERBS: TAKES AN OBJECT, EX. SHE TYPED A LETTER C. INTRANSITIVE VERBS: DO NOT TAKE AN OBJECT EX. SHE ARRIVED LATE D. CONFUSION OF TRANSITIVE AND INSTRANSITIVE VERBS, EX. LIE-LAY, RISE-RAISE	1. FILING INFORMATION A. READING TO UNDERSTAND AND FOLLOW SPECIFIC PRINCIPLES OF INDEXING GENERAL OFFICE PRACTICE, CHAP. 24, 25, 26; CLERICAL OFFICE PRACTICE, UNIT 7, PART 1-5 B. CLASS DISCUSSION OF THE MEANING AND ORDER OF FILING PROCEDURES 2. DICTIONARY USAGE WITH WORDS OF LESSON MOST OFTEN MISSPELLED AND MISPRONOUNCED.	1. FILING INFORMATION A. INFORMAL EVALUATION OF CLASS UNDERSTANDING OF FILING PRINCIPLES AND USE OF ALPHABETIZATION B. ARRANGING, INDEXING AND FILING ITEMS C. TEACHER-MADE TEST OF ABILITY TO LOCATE WORD INFORMATION: EX. FILL IN WORD INFORMATION CHART (SEE SAMPLE APPLIED VOCABULARY-SPELLING. UNIT I - D) D. SPELLING TEST OF ABILITY TO FORM PLURALS AND CHANGE PARTS OF SPEECH, EX. WORD — OPERATION — NEW WORD BUSY — ADD "EST" — ? BOX — PLURAL — ? BOXES E. COMPLETION TESTS TO SELECT CORRECT FORM 1) PLURAL OF NOUNS 2) CLASS OF VERBS F. DICTATION OF NOUN AND VERB FORMS OF LESSON IN FILING CONTEXT TEACHER REFERENCE: BUSINESS ENGLISH, UNITS 2 - 5

WORD	SPEECH PARTS	SYLLABIFICATION	PRONUNCIATION	RELATED WORDS
1. INDEX	NOUN-VERB	IN-DEX	IN' DEKS	IN-DEX-ES, IN-DI-CES
2. STENOGRAPHIC	ADJECTIVE	STEN-O-GRAPH-IC	STAN-C-GRAF-IC	(STEN-NOG-RA-PHY) (STE-NOG-RA-PHER)
3. OPERATION	NOUN	OP-ER-A-TION	OP-A-RA-TION	OP-ER-ATE OP-ER-A-TOR OPER-A-TIVE

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PART I

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MAJOR UNIT-CONTENT	CLOCK HOURS	APPLIED READING COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPL
UNIT III (CONTINUED) 2. DICTIONARY USAGE IN FILING		2. REFER TO ABOVE (PAGE 3) AND APPLY TO FILING CONTENT	2. DICTIONARY WORD STANDARDS A. UNDERSTANDING THE CORRECT WORD MEANING IN A PARTICULAR CONTEXT 1) IDENTIFYING GENERAL DICTIONARY MEANING (S): EX. TYPE - KIND 2) IDENTIFYING RELATED AND SPECIALIZED MEANING(S): EX. TYPE - TYPEWRITING, PRINT B. APPLICATION OF WORD STANDARDS 1) ACCEPTABLE LANGUAGE 2) AVOIDANCE: SLANG, COLLOQUIAL, POETIC, ARCHAIC C. LEARNING COMMON DICTIONARY ABBREVIATIONS: EX. ADJ.; ARCH.; PL.	2. NO A. 2) 3) 4) B. 1) 2) C. D.

COURSE: COMMERCIAL OCCUPATIONS, SPECIFICS - LANGUAGE ARTS

TYPIST - KEYPUNCH VERIFIER - BOOKKEEPING MACHINE OPERATOR - MEDICAL RECORD CLERK - STENOGRAPHER

ING COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED GRAMMAR - USAGE	METHODS AND MATERIALS	EVALUATIONS
OVE (PAGE 3) AND LING CONTENT	2. DICTIONARY WORD STANDARDS A. UNDERSTANDING THE CORRECT WORD MEANING IN A PARTICULAR CONTEXT 1) IDENTIFYING GENERAL DICTIONARY MEANING (S): EX. TYPE - KIND 2) IDENTIFYING RELATED AND SPECIALIZED MEANING(S): EX. TYPE - TYPEWRITING, PRINT B. APPLICATION OF WORD STANDARDS 1) ACCEPTABLE LANGUAGE 2) AVOIDANCE: SLANG, COLLOQUIAL, POETIC, ARCHAIC C. LEARNING COMMON DICTIONARY ABBREVIATIONS: EX. ADJ.; ARCH.; PL.	2. NOUNS A. FORMING PLURALS OF NOUNS ENDING IN: 1) Y, EX. ATTORNEY, ATTORNEYS, FACILITY, FACILITIES, SUPPLY, SUPPLIES 2) O, EX. ZERO, ZEROS; HERO, HEROES 3) F, FE, EX. HALF, HALVES; SAFE, SAFES; PROOF, PROOFS 4) X, CH, SH, EX. BOX, BOXES; CHURCH, CHURCHES; WISH, WISHES B. FORMING PLURALS OF COMPOUND NOUNS AND TITLES 1) COMPOUND NOUNS, EX. MOTHERS-IN-LAW, GENERAL-MANAGERS, EDITORS-IN-CHIEF 2) TITLES, EX. MISSES HART OR THE TWO MISS HARTS C. USING APOSTROPHE WITH PLURALS, EX. C.O.D.'S; THE TEMPERATURE IS IN THE 60'S; DOT ALL I'S AND CROSS ALL T'S D. UNUSUAL PLURAL FORMATION, EX. CHILD, CHILDREN; MAN, MEN; INDEX, INDICES; DEAR, DEER	2. GUIDE FOR DICTIONARY USAGE A. WEBSTER'S NEW WORLD DICTIONARY OF THE AMERICAN LANGUAGE, B. CRANK, DORIS H. WORD SPELLING PRONUNCIATION AND APPLICATION, FLOYD L. CRANK & MARY E. CONNELLY, MCGRAW HILL, N.Y., 1962, PART I, LES. 4 C. CLASS CHARTS AND LISTS 1) DICTIONARY INFORMATION FOR WORDS OF LESSON 2) LIST OF USEFUL DICTIONARY ABBREVIATIONS 3) SELF-STUDY LISTS A. SPELLING RULES B. MEANING OF DIFFICULT OR CONFUSING WORDS, EX. FACILITY, COLLOQUIAL SENTENCE: I RAISE UP I RAISE THE LEVER TEACHER REFERENCE: BUSINESS ENGLISH UNITS 3.4,5, FOR CORRECT USE OF VERBS AND THE SPELLING OF NOUN FORMS	2. DICTIONARY ABBREVIATION TESTS A. READING ABBREVIATIONS B. WRITING ABBREVIATIONS

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PART I

MAJOR-UNIT-CONTENT	CLOCK HOURS	APPLIED READING COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED
UNIT IV. I. OFFICE PRACTICE TRAINING A. GETTING ALONG WITH CO-WORKERS 1) WHAT CO-WORKERS EXPECT OF YOU 2) OFFICE PROTOCOL AND CONDUCT 3) EVALUATING YOUR PERSONAL QUALITIES B. MEETING THE PUBLIC 1) TELEPHONE PROCEDURES A. COURTESY B. TELEPHONE PERSONALITY AND SPEECH (PRONUNCIATION AND USAGE) C. MAKING CALLS D. RECEIVING & RECORDING CALLS E. DIRECTORIES AND DIALING SYSTEMS 2) RECEPTIONIST TRAINING A. QUALITIES B. GENERAL DUTIES EX. RECEIVING CALLERS; ANSWERING TELEPHONE C. CLASSIFY CALLERS - ESSENTIAL INFORMATION D. ANNOUNCING VISITORS E. RECEPTION RECORDS F. RESPONSIBILITIES TOWARD: . EMPLOYERS . CALLERS . OTHER EMPLOYEES		I. READING TO UNDERSTAND HUMAN RELATIONS IN OFFICE WORK A. READING FOR GUIDE RULES - WINNING FAVORABLE REACTIONS EX. PEOPLE ARE DIFFERENT, MEET OTHERS HALF WAY, RESPECT THE FEELINGS OF OTHERS, USE EXAMPLES TO FIND GENERAL RULE FOR UNDERSTANDING PEOPLE B. SELECTIVE READING 1) REVIEW: AUTHOR'S USE OF HEADINGS, TOPIC, AND SUMMARY SENTENCES TO HIGHLIGHT MAIN IDEAS IN HUMAN RELATIONS. 2) SELECTION OF PERSONALITY PROBLEMS FOR GROUP DISCUSSION EX. WHAT IS THE MEANING OF: DO YOUR FULL SHARE, WHY ARE SOME PEOPLE HARD TO PLEASE? C. INTERPRETING READING CONTENT THROUGH ROLE-PLAYING: 1) OFFICE SITUATIONS MENTIONED IN THE TEXT 2) FAMILIAR BUSINESS FACE TO FACE OR TELEPHONE SITUATIONS D. READINGS TO HELP YOU UNDERSTAND YOUR PERSONALITY EX. DO I EXPECT TOO MUCH OR TOO LITTLE OF MYSELF OR OTHER PEOPLE? WHAT TRAITS DO PEOPLE HAVE IN COMMON? DO I RECOGNIZE THE DIFFERENCES IN PEOPLE? E. REVIEWING TEXT CONTENT FOR SPECIFIC OFFICE PRACTICE INFORMATION 1) SKIMMING OR FAST READING TO SEPARATE DETAILS NEEDED TO A. SPECIAL SITUATION, EX. HOW DO YOU CLASSIFY A CALLER? FRIEND OF THE BOSS? CUSTOMER? CREDITOR?	I. CLASS DISCUSSION OF WORD ERRORS IN WRITING AND NOTETAKING A. CONFUSION OF MEANING OF WORDS THAT SOUND ALMOST ALIKE EX. MORAL-MORALE; PERSONAL-PERSONNEL B. SPELLING ERRORS DUE TO INCORRECT OR INDISTINCT PRONUNCIATION EX. CO-OPERATION-CORPORATION; PERSECUTE-PROSECUTE C. SPELLING ERRORS DUE TO CONFUSION OF COMMON PREFIXES AND SUFFIXES. EX. (DES-DIS)CRIPTION (PER, PRE, PRO)PAID RESPONS(ABLE, IBLE) DEPEND(ANT, ENT) D. WORDS THAT MUST BE PRONOUNCED AND SPELLED CAREFULLY EX. DEFINITELY, ESTIMATE, INTELLIGENCE	I. DISCU AND R CLASS A. HOW TO B B. HOW ATE C. WHEN APPR A. F B. S C. C

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COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED GRAMMAR - USAGE	METHODS AND MATERIALS	EVALUATIONS
DERSTAND HUMAN OFFICE WORK GUIDE RULES - RABLE REACTIONS RE DIFFERENT, HALF WAY, FEELINGS OF OTHERS, TO FIND GENERAL ERSTANDING PEOPLE. DING HOR'S USE OF OPIC, AND SUM- CES TO HIGHLIGHT IN HUMAN RELATIONS. F PERSONALITY R GROUP DISCUSSION THE MEANING OF: LL SHARE, WHY PLE HARD TO READING CONTENT PLAYING: ATIONS MENTIONED SINESS FACE TO EPHONE SITUATIONS ELP YOU UNDER- SONALITY EX. MUCH OR TOO LF OR OTHER TRAITS DO PEOPLE ? DO I RECOGNIZE IN PEOPLE? CONTENT FOR PRACTICE IN- FAST READING TO AILS NEEDED TO ITUATION, EX. CLASSIFY A D OF THE BOSS? CREDITOR?	I. CLASS DISCUSSION OF WORD ERRORS IN WRITING AND NOTETAKING A. CONFUSION OF MEANING OF WORDS THAT SOUND ALMOST ALIKE EX. MORAL-MORALE; PERSONAL-PERSONNEL B. SPELLING ERRORS DUE TO INCORRECT OR INDISTINCT PRONUNCIATION EX. CO-OPERATION-CORPORATION; PERSECUTE-PROSECUTE C. SPELLING ERRORS DUE TO CONFUSION OF COMMON PREFIXES AND SUFFIXES. EX. (DES-DIS)CRIPTION (PER, PRE, PRO)PAID RESPONS(ABLE, IBLE) DEPEND(ANT, ENT) D. WORDS THAT MUST BE PRONOUNCED AND SPELLED CAREFULLY EX. DEFINITELY, ESTIMATE, INTELLIGENCE	I. DISCUSSION OF SPEECH AND ROLE-PLAYING IN CLASS A. HOW DO PEOPLE EXPECT TO BE ADDRESSED? B. HOW DO PEOPLE EVALUATE YOU BY YOUR SPEECH C. WHEN IS THE FOLLOWING APPROPRIATE: A. FORMAL B. STANDARD C. COLLOQUIAL?	I. HUMAN RELATIONS A. READING TO UNDERSTAND HUMAN RELATIONS AND COMMUNICATION, GENERAL OFFICE PRACTICE, CHAPS. 4, 13, 16, 23; B. CLERICAL OFFICE PRACTICE, UNIT I, PART II; UNIT 6, PART I-3; UNIT 10, PART I-2 C. INTRODUCTION TO COMMUNICATIONS PRACTICE, STEWART MARIE M., HUTCHINSON E. WILLIAM, LANHAN FRANK W., ZIMMEN, KENNETH WORK-BOOK - EXERCISES FOR BUSINESS ENGLISH & COMMUNICATIONS, MC GRAW HILL, N.Y., 196 UNITS I - 5 D. ROLE PLAYING IN OFFICE COMMUNICATION SITUATIONS EX. 1) RECEPTIONIST AND CALLER WHILE EMPLOYER IS OUT 2) TELEPHONE REQUEST FOR APPOINTMENT	I. HUMAN RELATIONS A. INFORMAL CLASS EVALUATION OF PERSONAL QUALITIES FOR SUCCESS IN OFFICE WORK B. TEACHER EVALUATION OF CONCISENESS AND ACCURACY IN NOTETAKING FOR DISCUSSION OF OFFICE CONDUCT AND HUMAN RELATIONS

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PART I

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TYPIST - BOOKKEEPING MACHINE OPERATOR - KEYP

MAJOR-UNIT-CONTENT	CLOCK HOURS	APPLIED READING COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED GRA
IT IV. (CONTINUED)		E. (CONTINUED) 2) USING READING TO EXAMINE YOUR PERSONALITY AND PERSONALITIES OF OTHER PEOPLE IN YOUR OFFICE A) LIST OF ESSENTIAL JOB QUALITIES B) LIST OF STRENGTHS AND WEAKNESSES		
OFFICE COMMUNICATIONS A. MEMORANDUM 1) CONCISE RECORD OR STATEMENT 2) "WHILE YOUR WERE OUT" SLIPS B. TRANSMITTAL AND ROUTE SLIPS C. FACSIMILE COPIERS D. INTERCOMMUNICATION SYSTEMS		2. UNDERSTANDING INTERNAL COMMUNICATIONS A. PURPOSE B. CONTENTS C. PROCEDURE	2. REVIEW SPELLING CHANGES IN WORD ENDINGS IN DIFFERENT PARTS OF SPEECH A. COMPARING PARTS OF SPEECH EX. BUSY (ADVERB)- BUSY (ADJECTIVE)- BUSIEST (ADJECTIVE)- BUSINESS (NOUN)- BUSINESSES (PLURAL NOUN); EX: USE (VERB)-USABLE (ADJECTIVE) B. THE "Y" ENDING EX. 1) (NOUN) CITY-CITIES 2) (VERB) CRY-CRIES, CRIED-CRYING 3) (ADJECTIVE) LAZY-LAZIER, LAZIEST 4) EXCEPTIONS WHEN VOWEL PROCEEDS "Y": A) AY-PLAY-PLAYS-PLAYED B) OY-BOY-BOYS C) EY-KEYS C. THE SILENT "E" ENDING: 1) ADDING ENDINGS AND DROPPING THE "E"; EX. ADVISE-ADVISING - ADVISABLE, USE-USABLE - USING 2) ADDING ENDINGS AND KEEPING THE "E": EX. STATE - STATEMENT, LIKE - LIKELY	2. USING PRO CORRECTLY A. MEANING B. THREE TY OF PRONO 1) NOMIN 2) OBJECT 3) POSSE C. USING TH PRONOUN 1) SUBJECT I TYPE 2) A NAME DICATE HE WHO LATE 3) OBJECT GIVE 4) OBJECT I GAVE

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TYPIST - BOOKKEEPING MACHINE OPERATOR - KEYPUNCH VERIFIER - MEDICAL RECORD CLERK - STENOGRAPHER

COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED GRAMMAR - USAGE	METHODS AND MATERIALS	EVALUATIONS
TO EXAMINE TY AND OF OTHER PEOPLE NTIAL JOB NGTHS AND				
TERNAL	2. REVIEW SPELLING CHANGES IN WORD ENDINGS IN DIFFERENT PARTS OF SPEECH A. COMPARING PARTS OF SPEECH EX. BUSY (ADVERB)- BUSY (ADJECTIVE)- BUSIEST (ADJECTIVE)- BUSINESS (NOUN)- BUSINESSES (PLURAL NOUN); EX: USE (VERB)-USABLE (ADJECTIVE) B. THE "Y" ENDING EX. 1)(NOUN) CITY-CITIES 2)(VERB) CRY-CRIES, CRIED-CRYING 3)(ADJECTIVE) LAZY-LAZIER, LAZIEST 4)EXCEPTIONS WHEN VOWEL PROCEEDS "Y": A)AY-PLAY-PLAYS-PLAYED B)OY-BOY-BOYS C)EY-KEYS C. THE SILENT "E" ENDING: 1)ADDING ENDINGS AND DROPPING THE "E"; EX. ADVISE-ADVISING - ADVISABLE, USE-USABLE - USING 2)ADDING ENDINGS AND KEEPING THE "E": EX. STATE - STATEMENT, LIKE - LIKELY	2. USING PRONOUNS CORRECTLY A. MEANING OF PRONOUN B. THREE TYPES (CASES) OF PRONOUNS 1) NOMINATIVE 2) OBJECTIVE 3) POSSESSIVE C. USING THE CORRECT PRONOUN 1)SUBJECT OF VERB - I TYPED TWO COPIES 2)A NAME IN THE PREDICATE - IT WAS HE WHO ALWAYS CAME LATE 3)OBJECT OF VERB - I GIVE IT 4)OBJECT OF PREPOSITION I GAVE IT TO HIM	2.OFFICE COMMUNICATIONS A. COMMONLY CONFUSED WORDS, RULES FOR CHANGING ENDINGS OF WORDS (REFERENCE) WORDS, WORDS, WORDS, PART I, LESSONS 3,6,8,9,15,16 PART II, LESSONS 24-30; SHEFTER, CHAPTER 5 B. INTRODUCTION TO PRONOUNS-REED, BUSINESS ENGLISH, UNIT 6 C. FILING MEMORANDUM FORMS: ROUTE SLIPS, LOGS OF CALLERS, "WHILE YOU WERE OUT" SLIPS; GENERAL OFFICE PRACTICE, CHAPTER 16	2. OFFICE COMMUNICATIONS A. TEACHER MADE COMPLETION OR MULTIPLE CHOICE TEST ON OFFICE FORMS EX. REQUISITION IS USED FOR__________ B. MATCHING TEST OF COMMONLY CONFUSED WORDS WITH MEANING EX. PRINCIPLE - PRINCIPAL C. SELECTION TEST OF COMMONLY CONFUSED AFFIXES: PURPOSE PROPOSE D. DICTATION TEST USING WORDS OF LESSON THAT END IN "Y" OR IN SILENT "E" EX. SHE IS THE BUSIEST TYPIST IN THE OFFICE E. CLASS EVALUATION OF ABILITY TO IDENTIFY ONESELF WITH ROLE IN OFFICE SITUATION EX. THE EMPLOYER HAS ASKED A CO-WORKER TO TYPE A LETTER AT THE END OF THE DAY. ROLE PLAY: SHE ASKS YOU TO COVER THE SWITCHBOARD WHILE SHE TYPES THE LETTER.

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MANPOWER DEVELOPMENT TRAINING PROGRAM

PART I

COURSE: COMMERCIAL OCCUPATIONS, SPECIFICS - LANGUAGE AR

TYPIST - KEYPUNCH VERIFIER - BOOKKEEPING MACHIN

AJOR-UNIT-CONTENT	CLOCK HOURS	APPLIED READING COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED GRAM
UNIT V. OFFICE MAIL OPERATIONS HANDLING INCOMING MAIL 1) RECEIVING MAIL 2) OPENING MAIL A. PROTECTING CONTENTS B. EXAMINING CONTENTS: HANDLING ENCLOSURES C. SORTING MAIL D. TIME AND DATE STAMPING E. FOLLOW-UP RECORDS F. SPECIAL PROBLEMS (RETURN RECEIPT, INSUFFICIENT POSTAGE) 3) ROUTING MAIL A. TO INDIVIDUALS OR DEPARTMENT B. "REFERRED TO" SLIPS FOR THE ATTENTION OF SEVERAL PERSONS C. PREPARING MEMORANDA B. HANDLING OUTGOING MAIL 1) COLLECTING MAIL 2) DISPOSITION OF CARBON COPY 3) CHECKING ADDRESSES, SIGNATURES, ENCLOSURES 4) SORTING MAIL (CLASS OR TYPE) 5) FOLDING AND INSERTING MAINTAININGTHE MAILING LIST 1) REMOVING NAMES OF NON-RESPONDENTS 2) CHECKING LIST WITH NEW DIRECTORIES AND SALES - ACCOUNTING RECORDS.		I. READING TO UNDERSTAND OFFICE MAIL OPERATIONS A. VISUALZING PROCESSES DURING READING OF TEXT, IMAGINE YOURSELF PERFORMING TASKS. EX. OPENING MAIL SAFELY WITH MECHANICAL LETTER OPENER EX. FOLDING AND INSERTING LETTER. B. DESCRIBE PROCESSES WITHOUT REFERRING TO TEXT	I. CORRESPONDENCE DIFFICULTIES: WORD AFFIXES AND MEANING A. COMMONLY CONFUSED WORD ENDINGS 1) "ABLE - IBLE" EX. PERMISSION - PERMISSSABLE DIVISION - DIVISIBLE DEPEND - DEPENDABLE RECEIVE - RECEIVABLE 2) "FULL" AS AN ENDING EX. HOPE - HOPEFUL, SKILL-SKILLFUL-SKILLFULLY 3) "SEDE-CEED, CEDE" EX. SEDE-SUPERSEDE(ONLY ONE WORD) EX. CEED-PROCEED, SUCCEED, EXCEED (ONLY THREE WORDS) ALL OTHERS USE "CEDE" EX. PRECEDE, CONCEDE B. ADDING PREFIXES: DIVIDING WORDS TO DETERMINE IF CONSONANT DOUBLES EX. USE OF S AND SS MIS+SPELL = MISSPELL DIS+APPEAR = DISAPPEAR EX. USE OF N AND NN UN+ABLE = UNABLE UN+NECESSARY = UNNECESSARY C. WORDS COMMONLY MISSPELLED DUE TO CONFUSION OF MEANING. MALE - MAIL FORMERLY - FORMALLY COUNTRIES - COUNTIES BILLED-BUILD-BUILT ACCEPT-EXCEPT-EXPECT	I. USE OF COM SEPARATOR A. TO SEPARAT PARTS OF A 1)SERIES: THR WORDS, PHRA CLAUSES IN 2)COMPOUND SE TWO OR MORE CLAUSES 3) USE OF CON IN PLACE O EX. FISH OR 4) AFTER INTR WORD, PHRAS EX. ACTUALLY, KNOW FO WHILE THE AVAILABLE B. TO SEPARATE STRICTIVE WORDS OR E 1)PARENTHETIC EX. MR. JONES, COURSE, CAL 2)EXPLANATORY EX. MR. JONES, COMING, WIL IT TO YOU 3)APPOSITIVE EX. MR. JONES, MAN, WILL C 4)CALENDAR D AND CITIES

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COURSE: COMMERCIAL OCCUPATIONS, SPECIFICS - LANGUAGE ARTS

TYPIST - KEYPUNCH VERIFIER - BOOKKEEPING MACHINE OPERATOR - MEDICAL RECORD CLERK - STENOGRAPHER

PREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED GRAMMAR - USAGE	METHODS AND MATERIALS	EVALUATIONS
ND OFFICE ES DURING IMAGINE G TASKS, FELY WITH PENER ERTING WITHOUT	1. CORRESPONDENCE DIFFICULTIES: WORD AFFIXES AND MEANING A. COMMONLY CONFUSED WORD ENDINGS 1) "ABLE - IBLE" EX. PERMISSION - PERMISSSABLE DIVISION - DIVISIBLE DEPEND - DEPENDABLE RECEIVE - RECEIVABLE 2) "FULL" AS AN ENDING EX. HOPE - HOPEFUL, SKILL-SKILLFUL-SKILLFULLY 3) "SEDE-CEED, CEDE" EX. SEDE-SUPERSEDE(ONLY ONE WORD) EX. CEED-PROCEED, SUCCEED, EXCEED (ONLY THREE WORDS) ALL OTHERS USE "CEDE" EX. PRECEDE, CONCEDE B. ADDING PREFIXES: DIVIDING WORDS TO DETERMINE IF CONSONANT DOUBLES EX. USE OF S AND SS MIS+SPELL = MISSPELL DIS+APPEAR = DISAPPEAR EX. USE OF N AND NN UN+ABLE = UNABLE UN+NECESSARY = UNNECESSARY C. WORDS COMMONLY MISSPELLED DUE TO CONFUSION OF MEANING. MALE - MAIL FORMERLY - FORMALLY COUNTRIES - COUNTIES BILLED-BUILD-BUILT ACCEPT-EXCEPT-EXPECT	1. USE OF COMMA AS A SEPARATOR A. TO SEPARATE SUCCESSIVE PARTS OF A SENTENCE- 1) SERIES: THREE OR MORE WORDS, PHRASES OR CLAUSES IN SUCCESSION 2) COMPOUND SENTENCE: TWO OR MORE INDEPENDENT CLAUSES 3) USE OF CONJUNCTIONS IN PLACE OF COMMA EX. FISH OR MEAT OR EGGS 4) AFTER INTRODUCTORY WORD, PHRASE OR CLAUSE EX. ACTUALLY, WE DO NOT KNOW FOR THE PRESENT WHILE THE RETURNS ARE AVAILABLE B. TO SEPARATE NON-RESTRICTIVE (UNNECESSARY WORDS OR EXPRESSIONS) 1) PARENTHETIC REMARK, EX. MR. JONES, WILL OF COURSE, CALL YOU 2) EXPLANATORY CLAUSES EX. MR. JONES, WHO IS COMING, WILL EXPLAIN IT TO YOU! 3) APPOSITIVE EX. MR. JONES, OUR SALESMAN, WILL CALL YOU 4) CALENDAR DATES, STATES AND CITIES	1. OFFICE MAIL OPERATIONS A. READING TO UNDERSTAND OFFICE MAIL OPERATIONS GENERAL OFFICE PRACTICE CHAP. 20-22 CLERICAL OFFICE PRACTICE UNIT 9, PART 1,2 B. SPELLING & MEANING OF COMMONLY CONFUSED WORDS: 1) AFFIXES-SHEFTER, PP. 54-58 2) PRONUNCIATION AND MEANING OF NEAR HOMONYMS WORDS-WORDS-WORDS PP. 52-60 C. CAPITALIZATION OF NAMES AND TITLES REED, UNITS 17, 18 1) CLASS-MADE LIST OF IMPORTANT GRAMMATICAL TERMS EX. D. GRAMMATICAL TERMS A) SERIES B) COMPOUND SENTENCE E. MEANING LIST OF THINGS OF THE SAME KIND (STEPS) HAS TWO OR MORE INDEPENDENT CLAUSES 1) LIST OF USES OF THE COMMA - ONE EXAMPLE OF EACH USE (REFERENCE MAJOR UNIT V, FUNCTIONAL GRAMMAR USAGE, PART 1)	1. OFFICE MAIL OPERATION AND USE OF REFERENCES A. READING TESTS 1) INFORMAL EVALUATION TO VISUALIZE AND REMEMBER ROUTINE MAIL PROCEDURES. 2) CHART INTERPRETATION B. VOCABULARY SPELLING TESTS OF FREQUENTLY CONFUSED WORDS: 1) DICTATING SPELLING WORDS (IN CONTEXT WITH CONFUSING AFFIXES. 2) MATCHING VOCABULARY WORDS WITH DEFINITIONS C. GRAMMAR USAGE TESTS 1) CAPITALIZATION TEST: PERSONAL NAMES, TITLES, PUBLICATIONS, PLACES. 2) USES OF THE COMMA TEST A) PUNCTUATING SAMPLE SENTENCES REFERENCE REED, UNITS 17, 18 D. WRITING MEANING OF : 1) KEY GRAMMATICAL TERMS USING COMMA 2) FAMILIAR TERMS: CLAUSE, COMPOUND SENTENCE, AND PHRASE 3) NEW TERMS: PARENTHETIC, EXPLANATORY, APPOSITIVE

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PART I

COURSE: COMMERCIAL OCCUPATIONS, SPECIFICS - LANGUAGE

TYPIST - KEYPUNCH VERIFIER - BOOKKEEPING MAC

MAJOR-UNIT-CONTENT	CLOCK HOURS	APPLIED READING COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED G
T V. 2. POSTAL SERVICES AND REGULATIONS A. MAIL CLASSES 1) POSTAL RATES: BY UNIT, BY WEIGHT 2) MAILING REGULATION FOR SEALING, SIZE, CONTENTS, WRAPPING B. BULK MAILING: METERED, STAMPS, PERMIT IMPRINTS C. SPECIAL POSTAL SERVICES: AIR MAIL, FOREIGN, INSURED, REGISTERED, SPECIAL DELIVERY		2. INFORMATION PRESENTED IN LIST, CHART AND DIRECTORY FORMAT A. DISTINGUISHING FUNCTION OF LISTS. 1) LISTS USED AS A SAMPLE OR ILLUSTRATION: HOW ONE MIGHT DISTRIBUTE MAIL IN A PARTICULAR BUSINESS OFFICE EX. SAMPLE MAIL DISTRIBUTION LIST (REFERENCE-GENERAL OFFICE PRACTICE P. 202) 2) LISTS OF EXACT INFORMATION EX. POST OFFICE LISTS OF RATES AND REGULATIONS B. INTERPRETING CHARTS- 1) READING TITLE, USING COLUMN AND ROW HEADINGS TO LOCATE NEEDED INFORMATION EX. COST OF 9½ POUND AIRMAIL PARCEL TO ZONE 6 2) USING POST OFFICE MANUAL WHEN EXCERPTED CHART IN TEXT LACKS REQUIRED INFORMATION C. FINDING INFORMATION IN DIRECTORIES- 1) TELEPHONE DIRECTORY A) ALPHABETICAL NAME DIRECTORY TO FIND NAME OR ADDRESS	2. SPELLING NAMES (PROPER NOUNS) A. SPELLING OF NAME DIFFERS FOR INDIVIDUALS AND PLACES EX. SMITH-SMYTHE, JOHN-JON, EX. ST. JOHN'S PLACE SAINT JOHN'S STREET B. ABBREVIATIONS OF GEOGRAPHICAL NAMES HAVE TO BE CHECKED WITH DICTIONARY OR ATLAS C. CLASSIFIED DIRECTORY TO FIND A TYPE OF BUSINESS 1) POST OFFICE DIRECTORY OF ZIP CODE NUMBERS 2) SPECIAL PROBLEMS- A) MORE THAN ONE SPELLING OF NAME B) RECOGNIZING DIRECTORY ABBREVIATIONS	2. CAPITALIZ TITLES A. NAMES OF 1) PREFIXES FOLLOWE LETTER W SPACING- McINTYRE 2) PREFIX M MACMURPH B. NAMES OF LOCATION PARKS, R C. NAMES OF GOVERN RELIGIO D. HOLIDAYS DAY, CHR E. TITLE OF CAPITALI WORDS IN EX. WORDS- F. OTHER U EX. CATHOLIC G. TITLE WI PRES. JO KENNEDY

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COURSE: COMMERCIAL OCCUPATIONS, SPECIFICS - LANGUAGE ARTS

TYPIST - KEYPUNCH VERIFIER - BOOKKEEPING MACHINE OPERATOR - MEDICAL RECORD CLERK - STENOGRAPHER

PREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED GRAMMAR - USAGE	METHODS AND MATERIALS	EVALUATIONS
			D. CAPITALIZATION OF NAMES AND TITLES REED, UNITS 17,18: CLASS-MADE LIST OF E. IMPORTANT GRAMMATICAL TERMS 1. TERMS SERIES COMPOUND SENTENCE 2. MEANING LIST OF THINGS OF SAME KIND, STEPS HAS 2 OR MORE INDEPENDENT CLAUSES	
ED IN LIST, FORMAT CTION OF PLE OR ONE MIGHT A OFFICE BUTION ERAL OFFICE ORMATION F RATES G COLUMN LOCATE IRMAIL ANUAL WHEN TEXT LACKS ON IN Y DIRECTORY ADDRESS	2. SPELLING NAMES (PROPER NOUNS) A. SPELLING OF NAME DIFFERS FOR INDIVIDUALS AND PLACES EX. SMITH-SMYTHE, JOHN-JON, EX. ST. JOHN'S PLACE SAINT JOHN'S STREET B. ABBREVIATIONS OF GEOGRAPHICAL NAMES HAVE TO BE CHECKED WITH DICTIONARY OR ATLAS C. CLASSIFIED DIRECTORY TO FIND A TYPE OF BUSINESS 1) POST OFFICE DIRECTORY OF ZIP CODE NUMBERS 2) SPECIAL PROBLEMS- A) MORE THAN ONE SPELLING OF NAME B) RECOGNIZING DIRECTORY ABBREVIATIONS	2. CAPITALIZATION OF NAMES, TITLES A. NAMES OF PERSONS 1) PREFIXES O' AND MC FOLLOWED BY A CAPITAL LETTER WITHOUT EXTRA SPACING-EX. O'ROURKE, MCINTYRE 2) PREFIX MAC: MACMURPHY, MACMURPHY B. NAMES OF GEOGRAPHICAL LOCATIONS: STREETS, PARKS, RIVERS & BLDGS. C. NAMES OF ORGANIZATIONS: GOVERNMENT, BUSINESS, RELIGIOUS, SOCIAL D. HOLIDAYS EX. NEW YEAR'S DAY, CHRISTMAS E. TITLE OF PUBLICATION: CAPITALIZE ALL MAIN WORDS IN TITLE EX. WORDS-WORDS-WORDS F. OTHER USES-PROPER ADJECTIVE EX. CATHOLIC, ENGLISH G. TITLE WITH NAMES EX. PRES. JOHNSON, SEN. KENNEDY	2. MAIL INFORMATION SOURCES A. TELEPHONE DIRECTORIES: CLASSIFIED & NAME LISTINGS; CLASS-MADE LIST OF TELEPHONE ABBREVIATIONS. B. POST OFFICE ZIP CODE DIRECTORY C. CAPITALIZATION OF NAMES AND TITLES REED UNIT 22	2. POSTAL SERVICES & REGULATIO A. TEACHER-MADE TESTS OF DIRECTORY USAGE 1) TO SELECT NAMES, ADDRESSE MAILING INFORMATION 2) TO READ AND WRITE DIRECT ABBREVIATIONS B. VOCABULARY SPELLING TESTS: ACCURATE LISTINGS OF NAMES PERSONS, FORMS, PLACES C. INFORMAL EVALUATION OF UNDERSTANDING AND USAGE OF REFERENCES: DICTIONARY, DIRECTORY, TEXTBOOK INDEX AND CHART

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COURSE: COMMERCIAL OCCUPATIONS, SPECIFICS - LANGUAG

TYPIST - KEYPUNCH VERIFIER - BOOKKEEPING

MAJOR-UNIT-CONTENT	CLOCK HOURS	APPLIED READING COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED
UNIT VI. I. STANDARD LETTER FORMAT A. ATTRACTIVE ARRANGEMENT B. QUALITY TYPING - EVEN, SHARP, CLEAR C. PARTS OF A BUSINESS LETTER D. LETTER PLACEMENT 1) ONE PAGE LETTER 2) LONGER LETTER E. LETTER STYLE 1) BLOCKED-MODIFIED, FULL 2) SEMI-BLOCKED 3) IDENTED 4) "NOMA" SIMPLIFIED (FULL-BLOCKED WITH OPEN PUNCTUATION) F. ENVELOPES 1) LETTER, WINDOW, LEGAL SIZE 2) FORMAT G. CARBON COPIES 1) SINGLE AND MULTIPLE 2) INSERTION AND REMOVAL 3) CORRECTIONS		I. UNDERSTANDING AND COMPARING STANDARD LETTER STYLES A. SECTIONAL DIVISIONS FOR RELATED INFORMATION 1) IDENTIFYING SECTIONAL DIVISIONS BY STRUCTURE AND TYPOGRAPHICAL AIDS (HEADINGS, CHARTS) 2) COMBINING INFORMATION OF RELATED SECTIONS. EX: PARTS OF BUSINESS LETTER A) SEQUENTIAL LIST OF PARTS OF LETTER B) SPECIFIC INFORMATION FOR EACH PART OF LETTER 3) EFFICIENT READING TECHNIQUES A) DETERMINING USE FOR LETTER INFORMATION B) SELF TESTING FOR KNOWN AND UNKNOWN ESSENTIAL INFORMATION 1) SKIM SECTION 2) TEST MEMORY 3) CHECK WITH PRINTED MATERIAL C) APPLY APPROPRIATE READING TECHNIQUES FOR NEEDED EMPHASIS AND SPECIFIC DETAILS (SEE METHODS & MATERIALS OF THIS UNIT) B. STUDY OF LETTER STYLES 1) IDENTIFYING ORGANIZATION OF INFORMATIONAL MATERIAL A) SERIES OF LETTERS ILLUSTRATING DIFFERENT STYLES; EACH PRECEDED BY A BRIEF EXPLANATION B) RECOGNITION OF FORMAT OF BASIC LETTER 1) LOCATION-MARGIN, PLACEMENT, SPACING 2) PUNCTATION OF PARTS OF LETTER 2) UNDERSTANDING VARIATIONS IN LETTER STYLES BY COMPARING WITH BASIC LETTER A) OVERALL APPEARANCE B) SIMPLICITY OF PRODUCTION	I. FREQUENTLY MISSPELLED WORDS A. SIMPLE BASIC WORDS 1) IRREGULAR WORDS-EX: FORTY, STRAIGHT 2) HOMONYMS EX: HOUR-OUR; THERE-THEIR B. DIFFICULT AND LONG WORDS 1) COMMONLY CONFUSED WORDS OR WORD PARTS EX: SIMILAR, MATERIAL, CORRESPONDENCE ATTENDANCE 2) HOMONYMS EX: COUNCIL-COUNSEL PERSONNEL-PERSONAL SINGLE & DOUBLE CONSONANTS EX: ACCOMMODATE, NECESSARILY C. APPLICATION OF DICTIONARY USAGE 1) USING PRONUNCIATION AND SYLLABICATION TO VISUALIZE WORD AND IDENTIFY WORD DIFFICULTIES (KEY PARTS, IRREGULARITIES) 2) USING PREFERRED SPELLING EX: CATALOG-CATALOGUE; HONOR-HONOUR 3) SPELLING RELATED WORDS EX: COUNTRY - COUNTRIES NECESSARY-UNNECESSARILY EXAMINATION-RE-EXAMINATION	I. AGREEM WITH I (WITH N OR REF A. DIFFER AND AG 1. CASE: N HE), OB POSSESS 2. PRONOU A) PERSON OR TH B) NUMBER PLURAL C) GENDER FEMININ B. DIFFICU JECTS (IN NUMB 1) JOINED C AND I A ACCOUNT 2) JOINED NEITHER FINISHED C. INDEFI EACH, BODY. A) ALWAYS MEANING B) USUALL EX: EV A DONA HIM ON D. COLLECT USUAL COMPA COMMI E. AGREE FOREIG EX: AL CRISI

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COURSE: COMMERCIAL OCCUPATIONS, SPECIFICS - LANGUAGE ARTS

TYPIST - KEYPUNCH VERIFIER - BOOKKEEPING MACHINE OPERATOR - MEDICAL RECORD CLERK - STENOGRAPHER

COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED GRAMMAR - USAGE	METHODS AND MATERIALS	EVALUATIONS
ND COMPARING R STYLES SIONS FOR RELATED SECTIONAL DIVISIONS E AND TYPOGRAPHICAL NGS, CHARTS) FORMATION OF TIONS. EX: PARTS LETTER A)SEQUENTIAL TS OF LETTER INFORMATION FOR T OF LETTER DING TECHNIQUES USE FOR LETTER S FOR MINOR AND ENTIAL INFORMATION ION 2)TEST MEMORY H PRINTED MATERIAL PRIATE READING FOR NEEDED D SPECIFIC DETAILS S & MATERIALS OF R STYLES ORGANIZATION OF L MATERIAL LETTERS ILLUS- FFERENT STYLES; ED BY A BRIEF N OF FORMAT OF R ARGIN, PLACEMENT, OF PARTS OF LETTER VARIATIONS IN BY COMPARING TTER ARANCE F PRODUCTION	I. FREQUENTLY MISSPELLED WORDS A. SIMPLE BASIC WORDS 1) IRREGULAR WORDS-EX: FORTY, STRAIGHT 2) HOMONYMS EX: HOUR-OUR; THERE-THEIR B. DIFFICULT AND LONG WORDS 1) COMMONLY CONFUSED WORDS OR WORD PARTS EX: SIMILAR, MATERIAL, CORRESPONDENCE ATTENDANCE 2) HOMONYMS EX: COUNCIL-COUNSEL PERSONNEL-PERSONAL SINGLE & DOUBLE CONSONANTS EX: ACCOMMODATE, NECESSARILY C. APPLICATION OF DICTIONARY USAGE 1) USING PRONUNCIATION AND SYLLABICATION TO VISUALIZE WORD AND IDENTIFY WORD DIFFICULTIES(KEY PARTS, IRREGULARITIES) 2) USING PREFERRED SPELLING EX: CATALOG-CATALOGUE; HONOR-HONOUR 3) SPELLING RELATED WORDS EX: COUNTRY - COUNTRIES NECESSARY-UNNECESSARILY EXAMINATION-RE-EXAMINATION	I. AGREEMENT OF PRONOUN WITH ITS ANTECEDENT (WITH NOUN IT REPLACES OR REFERS TO). A. DIFFERENCE BETWEEN CASE AND AGREEMENT 1. CASE: NOMINATIVE (EX: HE), OBJECTIVE (HIM) POSSESSIVE (HIS). 2. PRONOUN MUST AGREE WITH: A) PERSON (FIRST, SECOND OR THIRD PERSON) B) NUMBER (SINGULAR OR PLURAL) C) GENDER (MASCULINE, FEMININE, NEUTER) B. DIFFICULT COMPOUND SUBJECTS (VERB, MUST AGREE IN NUMBER) 1) JOINED BY AND EX: JOHN AND I ARE CHECKING THE ACCOUNTS 2) JOINED BY OR OR NOR EX: NEITHER YOU NOR I ARE FINISHED WITH THE RECORDS C. INDEFINITE WORDS EX: EACH, EVERYBODY, SOMEBODY. A) ALWAYS SINGULAR IN MEANING B) USUALLY MASCULINE GENDER EX: EVERYBODY WAS GIVEN A BONUS TO TAKE WITH HIM ON HIS VACATION D. COLLECTIVE NOUNS ARE USUALLY SINGULAR EX: COMPANY, AUDIENCE, COMMITTEE E. AGREEMENT IN NUMBER WITH FOREIGN NOUN ENDINGS EX: ALUMNAE, MEMORANDA, CRISIS - CRISES	I. READING STUDY OF LETTER FORMAT A. REVIEW OF READING SKILLS (SEE MAJOR UNITS I - V 1. USING STRUCTURE AND TYPOGRAPHICAL AIDS FOR EFFICIENT READING, SKIMMING, NOTE-TAKING AND REVIEW 2. READING PRETEST FOR LETTER PRODUCTION. GENERAL OFFICE PRACTICE CHAPS. 9, 10; CLERICAL OFFICE PRACTICE - UNITS 11, 12 3. CHARTS OF TYPICAL LETTER FORMS (BLOCK, INDENTED) FOR DRILL IN EXPLAINING DIFFERENCES & SIMILARITIES. B. WORDS FREQUENTLY MISSPELLED 1. REVIEW TEST OF SPELLING AND VOCABULARY WORDS OF MAJOR UNITS 1 - 5 2. TEST ON DIFFICULT BASIC WORDS FROM SHEFTER: "100 SPELLING DEMONS", P.181, WORD LISTS IN APPENDIX 3. STUDY AND TEST LONG AND DIFFICULT WORDS FROM "WORDS, WORDS, WORDS", P.73--83 4. CLASS DISCUSSION OF INDIVIDUAL SPELLING WEAKNESSES	I. STANDARD LETTER FORMAT A. INFORMAL EVALUATION OF READING SKILLS 1. ADAPTED TESTS USED IN COMMERCIAL OCCUPATIONS 2. READING PRE-TEST AND POST-TEST ON MEANING OF LETTER TERMINOLOGY EX: KINDS OF PUNCTUATION, SALUTATION, COMPANY SIGNATURE 3. REVIEW TEST OF SPELLING UNITS I - IV 4. TEST AND INFORMAL EVALUATION OF INDIVIDUAL PROBLEMS IN FREQUENTLY MISSPELLED COMMERCIAL WORDS (WORD LIST IN APPENDIX) B. TESTS OF FUNCTIONAL GRAMMAR USAGE 1. MULTIPLE CHOICE SELECTING CORRECT PRONOUNS EX: WHO/WHOM- THE SUPERVISOR (WHO) WHOM YOU ARE EXPECTING IS MR. SMITH 2. COLLECTIVE AND INDEFINITE NOUNS EX: IS-ARE - THE COMMITTEE IS (ARE) REQUESTING OUR FUTURE PLANS EX: WAS-WERE-EVERYBODY WAS (WERE) EXPECTED TO COME ON TIME 3. CORRECTION OF ERRORS IN SENTENCES OR PARAGRAPHS A) FOREIGN NOUN ENDINGS EX: THE DATA WAS FINALLY COLLECTED (CORRECTIONS WERE) EX: OUR ANALYSES WERE COMPLETED (CORRECTION WAS) B) PLURAL ANTECEDENTS EX: OUR SECRETARY FOUND THE RECORD AND THE RECEIPT AND TOOK IT TO THE BOX OFFICE (CORRECTION THEM)

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COURSE: COMMERCIAL OCCUPATIONS, SPECIFICS - LANGUA

TYPIST - BOOKKEEPING MACHINE OPERATOR - K

AJOR-UNIT-CONTENT	CLOCK HOURS	APPLIED READING COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED
IT VI. (CONTINUED)		B. 3)ANALYZING SPECIFIC INSTRUCTIONS EX: SINGLE OR UNIVERSAL APPLICATION "IF A TYPED COMPANY SIGNATURE IS PART OF THE CLOSING, IT SHOULD BE TYPED IN ALL-CAPITAL LETTERS."		F. AGREE CLAUSE THE GI PECTED WITHOU G. USING " 1) IN QU (WHOM) OPERAT 2) IN CL SUPER WOMAN EVERY
II. PRODUCTION TECHNIQUES A. PRODUCTION OPERATIONS 1)CENTERING AND SETTING MARGINS A)TYPEWRITING SCALE B)FOLDING AND CENTERING 2)TABULATING A)VERTICAL PLACEMENT B)BACKSPACE-CENTERING METHOD C)COLUMN-HEADINGS 3)ROUGH DRAFT 4)REPORTS B.PROOF READER'S MARKS C. SPECIAL TYPING TECHNIQUES 1)TIME-SAVING; 2)CHAIN-FEEDING; 3)FILLING-IN FORMS AND REPORTS		II. PRODUCTION TECHNIQUES A.REFER TO ITEM I AND APPLY B.PROOF READER'S MARKS 1)SELF TESTING AND STUDYING OF UNFAMILIAR SYMBOLS 2)RELATING OF SYMBOLS TO ROUGH DRAFT AND TO CORRECTION OF BUSINESS LETTERS C. SPECIAL TYPING TECHNIQUES 1)RELATING PLACEMENT AND CENTERING TECHNIQUES TO COLUMN HEADINGS 2)RECOGNIZING AND USING SPECIAL INSTRUCTIONS A)TECHNICAL AND LEGAL FORMS AND REPORTS B) FINANCIAL STATEMENTS	II. PROOFREADING AND USING DICTIONARY A. STEPS IN CHECK FOR ERRORS 1)MOST FREQUENTLY MISSPELLED WORDS 2)CONTENT, USAGE, PUNCTUATION 3)FINAL SPELLING RECHECK B. USING PROOFREADING SYMBOLS TO INDICATE ERRORS: CHANGES, DELETIONS, CORRECTIONS	II. REFE

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TYPIST - BOOKKEEPING MACHINE OPERATOR - KEYPUNCH VERIFIER - MEDICAL RECORD CLERK - STENOGRAPHER

G COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED GRAMMAR - USAGE	METHODS AND MATERIALS	EVALUATIONS
IFIC INSTRUCTIONS UNIVERSAL AP- A TYPED COMPANY ART OF THE OULD BE TYPED IN TTERS."		F. AGREEMENT IN RELATIVE CLAUSES EX: SHE IS THE GIRL WHO IS EXPECTED TO DO HER TYPING WITHOUT ERRORS G. USING "WHO" AND "WHOM" 1) IN QUESTIONS: EX: WHO (WHOM) IS THE MAN OPERATING THE COMPUTER 2) IN CLAUSES EX: THAT SUPERVISOR IS THE WOMAN (WHO) WHOM EVERYONE RESPECTS.	C. AGREEMENT OF PRONOUN WITH ITS ANTECEDENT (PERSON, NUMBER, AND GENDER) 1) MEANING OF "AGREEMENT" 2) REVIEW OF CASE OF PRONOUN REED, UNIT 6; BUSINESS ENGLISH AND COMMUNICATIONS, UNIT 17, 18. 3) REVIEW OF COMPOUND SUBJECT-VERB AGREEMENT, REED, UNIT 8; BUSINESS ENGLISH AND COMMUNICATIONS, UNIT 22 D. PRONOUN AGREEMENT PROBLEMS: 1) INDEFINITE NOUNS 2) COLLECTIVE NOUNS 3) FOREIGN NOUNS 4) RELATIVE CLAUSES REED, UNIT 9, 11; B E & C, UNIT 16, 18 USING WHO AND WHOM REED, UNIT 7; B E & C, WORKBOOK, UNIT 19.	
CHNIQUES I AND APPLY 'S MARKS AND STUDYING IAR SYMBOLS F SYMBOLS TO T AND TO COR- BUSINESS LETTERS NG TECHNIQUES ACEMENT AND TECHNIQUES TO INGS AND USING SPECIAL S AND LEGAL FORMS TS STATEMENTS	II. PROOFREADING AND USING DICTIONARY A. STEPS IN CHECK FOR ERRORS 1) MOST FREQUENTLY MISSPELLED WORDS 2) CONTENT, USAGE, PUNCTUATION 3) FINAL SPELLING RECHECK B. USING PROOFREADING SYMBOLS TO INDICATE ERRORS: CHANGES, DELETIONS, CORRECTIONS	II. REFER TO ABOVE	II. PRODUCTION TECHNIQUES A. READING REVIEW ON LETTER PRODUCTION B. CLASS-MADE CHART OF PROOF READING MARKS C. REVIEW OF DICTIONARY SKILLS	II. PRODUCTION TECHNIQUES A. REVIEW TEST ON DICTIONARY USA 1) FINDING WORDS 2) USING PRONUNCIATION KEY 3) WRITING MEANING OF BASIC DICTIONARY ABBREVIATIONS B. PRE-TEST AND POST-TEST ON READING COMPREHENSION IN LETTE PRODUCTION TECHNIQUES

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OR UNIT-CONTENT	CLOCK HOURS	APPLIED READING COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED GRAMMA
IT VII. I. CALCULATING AND DATA PROCESSING A. ADDING AND CALCULATING MACHINES 1. OVERVIEW A) PURPOSE B) SAFETY FEATURES C) COMPARISON WITH DATA PROCESSING MACHINES 1) PUNCH-CARD 2) ELECTRONIC 2. BASIC OPERATING PARTS A) KEY BOARD ARRANGEMENT 1) NUMERICAL KEYS 2) OPERATION KEYS 3) READING THE DIALS 4) MACHINE PROCESSES A) ARITHMETICAL B) TYPICAL SEQUENCE-CLEAR, ALIGN, ENTER, DEPRESS KEYS, CHECK, TOTAL . DATA FILING AND MACHINE PROCESSING 1. FILING SYSTEMS A) REVIEW FILING BY NAME OF PERSON, FIRM OR ORGANIZATION B) SUBJECT, NUMERICAL, CHRONOLOGICAL, GEOGRAPHICAL SYSTEMS C) TERMINAL DIGIT-NUMERIC VARIATION SYSTEMS AND SOUNDEX D) FINDING PROCEDURES . KEY SORT AND I.B.M. PUNCH-CARDS A) PREPARING CARD-NOTCHING, VERIFYING, ASSEMBLING B) FUNCTION- ACCOUNTING, PREPARING REPORTS, REPRODUCING DATA		I. UNDERSTANDING CALCULATING AND DATA PROCESSING MACHINE INFORMATION A. ADDING AND CALCULATING MACHINE INFORMATION 1. SELECTS KEY STATEMENTS FOR A) SUMMARIZING PARAGRAPH EX: "SPEED OF OPERATION" "RECORDS BECOME UNIFORM" B) OUTLINING ESSENTIAL ITEMS OR SEQUENCE EX: "MACHINES MAY TIE PACKAGES, SUPPLY PRINTED LABELS SEAL AND STAMP ENVELOPES FOR BILLS AND CONVEY SHIPMENTS AND BILLS TO DELIVERY TRUCKS" B. REVIEW OF RELATED MATERIAL 1. SCANNING OF FUTURE MATERIALS 2. RELATIONSHIP BETWEEN PRESENT AND LATER INFORMATION EX: RELATE CHART OF MACHINE JOB FUNCTIONS (G.O.P., P.61) TO CHAPTERS ON CALCULATING MACHINES AND AUTOMATION (CH. 6-7) 3. THOROUGH STUDY OF CHART AFTER READING EXPLANATORY CHAPTERS C. COMPARING MACHINE LAYOUT AND OPERATION 1. USING PICTURES TO CLARIFY TERMINOLOGY AND INFORMATION EX: DIFFERENCE IN LAYOUT AND KEY DEPRESSION IN FULL-BANK AND TEN-KEY ADDING MACHINES 2. SELECTING APPROPRIATE MACHINE FOR A SPECIFIC PURPOSE EX: TEN-KEY MACHINE IN FASTER WITH SMALL NUMBERS 3. COMPARE KEY SORT WITH I.B.M. PUNCHCARD (REFER TO ABOVE)	I. LEARNING TECHNICAL TERMINOLOGY OF CALCULATING AND DATA PROCESSING MACHINES A. HOW TECHNICAL TERMS ARE EXPLAINED 1. PICTURE OR DIAGRAM 2. DESCRIPTION OF APPEARANCE, FUNCTION, OPERATING PROCEDURE, OR USES 3. DEFINITION, DIRECTLY GIVEN OR BY COMPARISON TO FAMILIAR ITEM B. DETERMING THE MEANING OF UNEXPLAINED TERMS 1. USING CONTEXT EX: MACHINE REGISTER - EXPLAINED BY "CLEAR THE MACHINE REGISTERS" AND "THE REGISTERS CONTAIN NO FIGURES FROM PREVIOUS COMPUTATIONS" 2. RELATING KNOWN USE OF WORD TO TECHNICAL USE EX: MACHINE KEYBOARD TO TYPEWRITER KEYBOARD; DATA PROCESSING TO PROCESSING MAIL 3. COMPARING TERM WITH KNOWN WORDS A) COMPOUND ADJECTIVES EX: FULL-BANK MACHINE; FOLLOW-UP DATA B) COMPOUND NOUNS EX: KEYSORT, FLEXOWRITER, COMPUTYPER 4. REORGANIZING RELATED FORM OF KNOWN WORD EX: AUTOMATION - AUTOMATIC; CONVERTER-CONVERT; ROTARY-ROTATE; ELECTRONIC-ELECTRICITY C. RELATING TECHNICAL TERMS A) RELATING MEANING OF WORDS TO USE EX: ROTARY MEANS IT GOES AROUND-ROTARY FILE B) RELATING PRONUNCIATION AND SPELLING TO WORDS	I. ADJECTIVES A A. USE OF ADJEC DESCRIBES OR 1. THREE DEGRE COMPARISON E BIGGER -BIGG LONGER-LONGES FASTER-FASTE A) POSITIVE -NOT WITH ANYTHIN THE MACHINE I B) COMPARATIVE - TWO THINGS, O HIGHER OR LOW EX: THIS LETTER THAN YOUR ENV C) SUPERLATIVE - LOWEST DEGREE OR MORE THINGS SHE IS THE FAS IN THE OFFICE 2. MAKING COMPARI ADJECTIVES THA A) MORE AND MOST MORE COMMON-MOST B) LESS AND LEAS FAST-LESS FAS FAST 3. ADJECTIVES WHIC FROM EX: GOOD, BE 4. ADJECTIVES THAT BE COMPARED. EX CORRECT, PERFEC B. USE OF ADVERBS DESCRIBES, MODI EXPLAINS A VERB, OR ANOTHER ADVE 1. MOST ADVERBS EN A) CHANGING ADJEC ADVERB BY ADDI EX: SLOW - SLOWL B) SIMPLE ADVERBS "LY" ENDING EX NEVER, THERE, WE

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PREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED GRAMMAR - USAGE	METHODS AND MATERIALS	EVALUATIONS
ATING AND NE ING MACHINE ITS FOR APH EX: N" IFORM" ITEMS OR NES MAY Y PRINTED UP ENVELOPES Y SHIPMENTS RY TRUCKS" TERIAL MATERIALS N PRESENT ION EX: HINE JOB P.61) TO ATING TION ART AFTER CHAPTERS OUT AND RIFY MATION EX: AND KEY NK AND TEN- MACHINE FO : TEN-KEY SMALL I.B.M. OVE)	I. LEARNING TECHNICAL TERMINOLOGY OF CALCULATING AND DATA PROCESSING MACHINES A. HOW TECHNICAL TERMS ARE EXPLAINED 1. PICTURE OR DIAGRAM 2. DESCRIPTION OF APPEARANCE, FUNCTION, OPERATING PROCEDURE, OR USES 3. DEFINITION, DIRECTLY GIVEN OR BY COMPARISON TO FAMILIAR ITEM B. DETERMING THE MEANING OF UNEXPLAINED TERMS 1. USING CONTEXT EX: MACHINE REGISTER - EXPLAINED BY "CLEAR THE MACHINE REGISTERS" AND "THE REGISTERS CONTAIN NO FIGURES FROM PREVIOUS COMPUTATIONS" 2. RELATING KNOWN USE OF WORD TO TECHNICAL USE EX: MACHINE KEYBOARD TO TYPEWRITER KEYBOARD; DATA PROCESSING TO PROCESSING MAIL 3. COMPARING TERM WITH KNOWN WORDS A) COMPOUND ADJECTIVES EX: FULL-BANK MACHINE; FOLLOW-UP DATA B) COMPOUND NOUNS EX: KEYSORT, FLEXOWRITER, COMPUTYPER 4. REORGANIZING RELATED FORM OF KNOWN WORD EX: AUTOMATION - AUTOMATIC; CONVERTER-CONVERT; ROTARY-ROTATE; ELECTRONIC-ELECTRICITY C. RELATING TECHNICAL TERMS A) RELATING MEANING OF WORDS TO USE EX: ROTARY MEANS IT GOES AROUND-ROTARY FILE B) RELATING PRONUNCIATION AND SPELLING TO WORDS	I. ADJECTIVES AND ADVERBS A. USE OF ADJECTIVES: DESCRIBES OR MODIFIES 1. THREE DEGREES OF COMPARISON EX: BIG-BIGGER -BIGGEST, LONG-LONGER-LONGEST, FAST-FASTER-FASTEST A) POSITIVE -NOT COMPARED WITH ANYTHING ELSE. EX: THE MACHINE IS BIG B) COMPARATIVE - COMPARES TWO THINGS, OR EXPRESSES HIGHER OR LOWER DEGREE EX: THIS LETTER IS LONGER THAN YOUR ENVELOPE. C) SUPERLATIVE - HIGHEST OR LOWEST DEGREE OF THREE OR MORE THINGS. EX: SHE IS THE FASTEST TYPIST IN THE OFFICE 2. MAKING COMPARISONS WITH ADJECTIVES THAT REQUIRE A) MORE AND MOST EX: COMMON-MORE COMMON-MOST COMMON B) LESS AND LEAST - EX: FAST-LESS FAST-LEAST FAST 3. ADJECTIVES WHICH CHANGE FROM EX: GOOD, BETTER, BEST 4. ADJECTIVES THAT CANNOT BE COMPARED. EX: COMPLETE CORRECT, PERFECT, STRAIGHT B. USE OF ADVERBS: DESCRIBES, MODIFIES, EXPLAINS A VERB, ADJECTIVE OR ANOTHER ADVERB 1. MOST ADVERBS END IN "LY" A) CHANGING ADJECTIVES TO ADVERB BY ADDING "LY" EX: SLOW - SLOWLY B) SIMPLE ADVERBS WITHOUT "LY" ENDING EX: ALWAYS, NEVER, THERE, WELL, SOON	I. UNDERSTANDING CALCULATING-DATE PROCESSING MACHINES AND FILING SYSTEMS A. CALCULATING AND DATA PROCESSING MACHINES 1) SUMMARIZING-RECITING WHILE READING A) LISTING KEY STATEMENTS WHILE READING TO NOTE ESSENTIAL ITEMS OR SEQUENCES B) USING NOTES TO ORGANIZE INFORMATION AND TO SPEED READING FOR REVIEW 2) RELATING PRESENT READING TO OVER-ALL INFORMATION A) TO COMPARE KEY FEATURES OF MACHINES B) TO FIND CLARIFYING AND ADDITIONAL INFORMATION REF. GENERAL OFFICE PRACTICE-UNITS 5, PARTS 3-4 B. FILLNG SYSTEMS (APPLY ABOVE) 1) RELATING FILING SYSTEMS TO PURPOSE AND CONTENTS OF FILE 2) LISTING ROUTINES NEEDED FOR FILING: EASE OF LOCATION, UNIFORMITY REF. GENERAL OFFICE PRACTICE CHS. 27,28; CLERICAL OFFICE PRACTICE, UNIT 7, PARTS 3,4,5,6 C. LEARNING TECHNICAL TERMINOLOGY 1) MEANING: DISCUSSION O. DERIVATION OF TECHNICAL TERMINOLOGY	I. UNDERSTANDING MACHINES AND FILING SYSTEM A. NOTEBOOK CHECK FOR ORGANIZATION 1) SELECTION OF KEY STATEMENTS 2) MAKING INDIVIDUAL OUTLINES B. INFORMAL TEXTBOOK TEST TO DETERMINE INDIVIDUAL PROGRESS 1) ORGANIZING AND SELECTING APPROPRIATE READING TECHNIQUES 2) COMPREHENDING TECHNICAL INFORMATION C. TEACHER-MADE TEST OF TECHNICAL VOCABULARY (SEE SYLLABUS, APPENDIX; WORDS, WORDS, WORDS, PART IV. UNIT 1 - 2 D. STUDENT SELF CHECK LIST 1) READING COMPREHENSION-SPEED 2) GENERAL AND TECHNICAL VOCABULARY 3) SPELLING SYLLABICATION 4) WORD AND SENTENCE USAGE E. EXAMINATIONS FOR COMPARISONS WITH STUDENT EVALUATIONS TO PLAN FOR INDIVIDUAL PROGRESS.

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MAJOR-UNIT-CONTENT	CLOCK HOURS	APPLIED READING COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED
VII. (CONTINUED) 3. ELECTRONIC DATA PROCESSING MACHINES A)OPERATIONAL INFORMATION B)FUNCTIONS		D. FILING SYSTEMS (APPLY ABOVE) 1.COMPARISON OF NUMERICAL AND ALPHABETIC SYSTEMS 2.APPLYING THE APPROPRIATE SYSTEM 3.ARRANGING ROUTINES AND CHECK WITH CROSS REFERENCES		B. USE OF 2.POSITI AS CLO TO THE EX: ONLY SECRETAR ONLY SEC 3.WHEN T A)ANSWE BEGINNI HOW MUC EXTENT B)USING GOOD-WIL SOME-ON C)AVOIDIN NEGATIV IS A N "SHE C TYPE."

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COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED GRAMMAR - USAGE	METHODS AND MATERIALS	EVALUATIONS
(APPLY ABOVE) UMERICAL AND TEMS PPROPRIATE TINES AND CHECK FERENCES		B. USE OF ADVERBS(CONTD.) 2. POSITION OF ADVERBS: AS CLOSE AS POSSIBLE TO THE WORD IT MODIFIES. EX: ONLY IN "ONLY THE SECRETARY CAN TYPE;" "THE ONLY SECRETARY CAN TYPE." 3. WHEN TO USE ADVERBS: A) ANSWERING QUESTIONS BEGINNING WITH WHEN, WHERE, HOW MUCH, TO WHAT EXTENT B) USING SURE-SURELY; GOOD-WILL, MOST-ALMOST; SOME-SOMEWHAT C) AVOIDING DOUBLE NEGATIVES EX: SCARCELY IS A NEGATIVE WORD - "SHE COULD SCARCELY TYPE."	C. 2. EXPLAINING AND LABELING AN ITEM, ACTIVITY OR CONDITION D. LABELING DIAGRAM OF MACHINE PARTS FOR TERMINOLOGY 1) TYPEWRITER 2) CALCULATING MACHINE, KEYBOARD AND DIALS E. CHART OF RELATED TERMS BY PART OF SPEECH EX: NOUN / ADJECTIVE / ADVERB ELECTRICITY / ELECTRICAL / ELECTRICALLY ELECTRONICS / ELECTRONIC / ELECTRONICALLY 1) PRONUNCIATION DRILL 2) SYLLABICATION FOR SPELLING AND WORD STUDY F. ADJECTIVE AND ADVERB FORM AND PLACEMENT REED - BUSINESS ENGLISH UNITS, 10 - 11	

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MAJOR-UNIT-CONTENT	CLOCK HOURS	APPLIED READING COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED GRA
IT VIII. I. RECORD KEEPING AND RELATED OFFICE PROCEDURES A. INCOMING AND OUTGOING FUNDS 1. HANDLING INCOMING FUNDS A) COUNTING AND EXAMINING B) TRANSACTIONS: RECEIPTS, MAKING CHANGE, DISCOUNTS, CUSTODY C) RECORDING-CASH RECEIPTS JOURNAL D) CHECKS AND BANKING PROCEDURES, SAFEGUARDS IN CASHING, ENDORSING AND DEPOSITING 2. HANDLING OUTGOING FUNDS A) AUTHORIZTION TO PAY - VERIFICATION B) DISBURSING BY CHECK - VOUCHER CHECKS C) RECORDING-CASH DISBURSEMENTS JOURNAL . CASHIERING ACTIVITIES 1. CREDIT: REFUNDS, ALLOWANCES, CREDIT CARDS, CHARGE RECORDS 2. HANDLING CHECKS - CERTIFIED CHECKS, FORWARDING FUNDS - STOP PAYMENT 3. PETTY CASH - VOUCHERS . BANK BALANCE AND RECONCILING BALANCE . SALES PROCEDURES AND RECORDS 1. ORDERING PROCEDURES: TAKING ORDERS, VERIFYING, PRICING, CLEARING CREDIT 2. BILLING AND INVOICING 3. KEEPING CUSTOMER ACCOUNTS, JOURNAL LEDGERS AND STATEMENTS		I. UNDERSTANDING RECORD KEEPING RESPONSIBILITIES AND PROCEDURES: INCREASING READING RATE A. FINDING GENERAL PURPOSE FOR A PROCEDURE EX: WHEN MONEY IS TURNED OVER TO YOU - WHY COUNT IT IMMEDIATELY? B. INCREASING READING RATE BY ANTICIPATING THE CONTENT" 1. NOTING WHICH PART OF A PROCEDURE STEP IS NEW AND WHICH PART RESTATES THE PURPOSE OR IS ALREADY FAMILIAR?) EX: "EVEN IF THE TELLER AGREES WITH THE ORDER, COUNT ONCE AGAIN FOR EXTRA SAFETY. "GENERAL OFFICE PRACTICE CHAP. 29 2. NOTING PARTS OF SENTENCE WHICH ARE NOT NECESSARY TO MEANING EX: IN ABOVE, "WITH THE ORDER" AND "FOR EXTRA SAFETY", SENTENCE WOULD BE UNDERSTOOD EVEN IF OMITTED. C. INCREASING READING RATE AND COMPREHENSION BY EXPANDING VISUAL AND READING ATTENTION (NOTE: THIS DOES NOT MEAN "EYE SPAN" OR "WORD SPAN") EX: READ PROCEDURES OF CUSTOMER CONTRACTS BY FULL SENTENCES TO GET BASIC INFORMATION: 1) TO OBTAIN CATALOGUES AND CURRENT PRICE LISTS-ESSENTIAL WORDS ARE CATALOGUES, PRICE (G.O.P. PG. 400) 2) TO ASK SPECIFIC QUESTIONS ABOUT THE PRODUCT OR SERVICE - ESSENTIAL WORD OR QUESTION.	I. LEARNING TECHNICAL VOCABULARY OF CASHIERING SALES, STOCK, SHIPPING, MEDICAL RECORDS APPLY TECHNIQUES OF UNIT 7 TO THE FOLLOWING WORD LISTS (SEE APPENDIX) A. CASHIERING 1. REMITTANCE-REMIT-REMITTED 2. "NON-BUSINESS DAY" 3. ENDORSEMENT- ENDO[illegible]E-ENDORSING 4. CUSTODY-RESPONSIBLE 5. AUTHORIZATION-AUTHOR-AUTHORITY 6. VOUCHER-VOUCH 7. CERTIFIED-CERTIFY-CERTIFICATE 8. "EXPENSE-REIMBURSEMENTS" - IMBURSE. B. SALES 1. CONSOLIDATE-SOLID 2. PROSPECT-PROSPECTIVE 3. "ESTABLISHED CUSTOMER" 4. "CASH-REGISTER ADAPTATION"-ADAPT 5. "VERIFICATION OF POSTING"-VERIFY; POSITION 6. "CYCLE BILLING-BUSINESS CYCLE" 7. "LEDGERLESS BOOKKEEPING" - LEDGER C. STOCK AND SHIPPING 1. ISSUANCE-ISSUE-ISSUING 2. FORWARDED-FORWARD 3. "ASSEMBLED ORDER" 4. CONSIGNEE-CONSIGNMENT-SIGN-SIGNATURE 5. "BULK COMMODITIES"-ACCOMMODATE 6. DISPATCHING-DISPATCH, PATCH	I. SPECIAL P ABBREVIAT A. PUNCTUATI STOPS WIT THOUGHTS 1) SEMI-COL STOP IN SENTENCE COMMAS A CLAUSE EX STATEMENT DIFFERS BOOK BALA TOP LINE: FIGURES A ON THE B AFTER AD BEEN MAD SETS OFF SPECIAL AND BEFO ITEMS. EX BROWN: (A SALUTATI LOWING R HOSPITAL STATEMENT CHARGE S 3) DASH REPL COLON OR EMPHASIS ITEM OR THOUGHT CONTAINS SUPPLIES- CARBONS, ERASERS. B. PARENTHES ADDITIONAL YOU MUST (THE USUA YOU WISH THE ORDER

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COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED GRAMMAR - USAGE	METHODS AND MATERIALS	EVALUATIONS
CORD KEEPING AND PROCEDURES: S RATE PURPOSE FOR A N MONEY IS YOU - WHY COUNT NG RATE BY CONTENT" T OF A IS RT RESTATES S ALREADY EVEN IF THE TH THE ORDER, FOR EXTRA FFICE PRACTICE NTENCE WHICH TO MEANING TH THE ORDER" FETY", SENTENCE OD EVEN IF S RATE AND EXPANDING ATTENTION OT MEAN "EYE AN") EX: READ TOMER CONTRACTS TO GET BASIC OBTAIN CAT- T PRICE LISTS- E CATALOGUES, 406) 2) TO TIONS ABOUT THE - ESSENTIAL	I. LEARNING TECHNICAL VOCABULARY OF CASHIERING SALES, STOCK, SHIPPING, & MEDICAL RECORDS APPLY TECHNIQUES OF UNIT 7 TO THE FOLLOWING WORD LISTS (SEE APPENDIX) A. CASHIERING 1. REMITTANCE-REMIT-REMITTED 2. "NON-BUSINESS DAY" 3. ENDORSEMENT- ENDORSE-ENDORSING 4. CUSTODY-RESPONSIBLE 5. AUTHORIZATION-AUTHOR-AUTHORITY 6. VOUCHER-VOUCH 7. CERTIFIED-CERTIFY-CERTIFICATE 8. "EXPENSE-REIMBURSEMENTS" - IMBURSE. B. SALES 1. CONSOLIDATE-SOLID 2. PROSPECT-PROSPECTIVE 3. "ESTABLISHED CUSTOMER" 4. "CASH-REGISTER ADAPTATION"-ADAPT 5. "VERIFICATION OF POSTING"-VERIFY; POSITION 6. "CYCLE BILLING-BUSINESS CYCLE" 7. "LEDGERLESS BOOKKEEPING" - LEDGER C. STOCK AND SHIPPING 1. ISSUANCE-ISSUE-ISSUING 2. FORWARDED-FORWARD 3. "ASSEMBLED ORDER" 4. CONSIGNEE-CONSIGNMENT-SIGN-SIGNATURE 5. "BULK COMMODITIES"-ACCOMMODATE 6. DISPATCHING-DISPATCH, PATCH	I. SPECIAL PUNCTUATION AND ABBREVIATION USAGE A. PUNCTUATION FOR PARTIAL STOPS WITHIN COMPLETE THOUGHTS 1) SEMI-COLON AS A PARTIAL STOP IN COMPOUND SENTENCES OR WHEN COMMAS ARE IN EITHER CLAUSE EX: 1) THE BANK STATEMENT BALANCE DIFFERS FROM THE CHECK-BOOK BALANCE ON THE TOP LINE; BUT THE FIGURES ARE THE SAME ON THE BOTTOM LINE AFTER ADJUSTMENTS HAVE BEEN MADE. 2) COLON SETS OFF MATERIAL FOR SPECIAL CONSIDERATION AND BEFORE LISTED ITEMS. EX: DEAR MR. BROWN: (AS IN LETTER SALUTATION) HAVE FOLLOWING READY TODAY: HOSPITALIZATION FORMS, STATEMENTS, AND DISCHARGE SUMMARIES. 3) DASH REPLACES SEMI-COLON OR COLON TO EMPHASIS ADDITIONAL ITEM OR CHANGE OF THOUGHT EX: THE DESK CONTAINS STATIONERY SUPPLIES-TYPING PAPER CARBONS, PENCILS, AND ERASERS. B. PARENTHESIS ENCLOSES ADDITIONAL INFORMATION YOU MUST ENCLOSE 20% (THE USUAL DEPOSIT) IF YOU WISH US TO SHIP THE ORDER IMMEDIATELY	I. OFFICE PROCEDURES A. SKILLS AND COMPREHENSION 1. TIMED AND UNTIMED READING PRACTICE TO ANSWER QUESTIONS BASED ON REFERENCE LIST BELOW 2. TECHNICAL VOCABULARY A) FITTING DEFINITION TO CONTEXT (ORALLY AND WRITTEN) B) CHECKING SPELLING C) FINDING RELATED WORDS IN WORD BOOKS AND DICTIONARIES 3. DRILL IN EXPLAINING USE OF PUNCTUATION (REED, UNITS 16, 20, 21); AND ABBREVIATIONS (REED, UNIT 23) 4. USING UNPUNCTUATED LETTER FOR PUNCTUATION PRACTICE B. REFERENCES 1. INFORMATION AND SPEED READING PRACTICE A) GENERAL OFFICE PRACTICE, CHAP. 29,30,31,32,33; CLERICAL OFFICE PRACTICE, UNITS 13, 34 B) PETER L. AGNEW AND PHILIP S. ATKINSON, MEDICAL OFFICE PRACTICE, S.W. PUB. CO, CHICAGO, ILL., 1966 C) EDNA K. HOFFMAN, MANUAL FOR MEDICAL RECORD LIBRARIANS, PHYSICIAN'S RECORD CO., CHICAGO, ILL., 1963	I. INFORMATIONAL AND SPEED READING A. TIMED TEST TO IDENTIFY CONTENT AND SELECT ANSWERS B. INFORMAL EVALUATION OF TRAINEE READING TECHNIQUES C. MATCHING WORD WITH MEANING TEST D. MULTIPLE CHOICE TO SELECT- 1. CORRECT SPELLING ABBREVIATIONS 2. APPROPRIATE PART OF SPEECH 3. SYNONYM AND ANTONYM E. TEACHER-MADE TEST TO EVALUATE SPECIFIC WEAKNESSES- 1. PUNCTUATION 2. SPELLING

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AJOR-UNIT-CONTENT	CLOCK HOURS	APPLIED READING COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED GR
T VIII. (CONTINUED) . RECORD KEEPING AND RELATED OFFICE PROCEDURES E. PURCHASING PROCEDURES AND RECORDS 1. REQUISITION FROM STOCK: ISSUANCE, PURCHASE ORDERS 2. REVIEWING RECORDS-KEEPING ACCOUNT OF RECEIPTS, TRANSFER OF GOODS, PAYMENTS AND ADJUSTMENTS F. OVERVIEW OF STOCK AND SHIPPING PROCEDURES 1. ORDER PREPARATION 2. SHIPPING PAPERS: PREPARATION AND FOLLOW-UP		D. TIMED READING 1. INTRODUCTION: LISTING 5-10 WORDS FROM PARAGRAPH 2. FIND ANSWERS TO QUESTIONS EX: HOW TO PACK A SHIPMENT THAT IS TOO HEAVY FOR GUMMED TAPE. 3. LONGER SELECTIONS OF SEVERAL PARAGRAPHS A) PURPOSE AND TYPE OF INFORMATION FOR EACH PARAGRAPH B) FINDING PARAGRAPH AND INFORMATION TO ANSWER QUESTIONS 4. HOW TO FOLLOW-UP ORDERS THAT HAVE BEEN SHIPPED (G.O.P., PG. 446)	D. MEDICAL RECORDS CLERK 1. BIRTH-CHILDBIRTH, AFTERBIRTH 2. VERTIGO-VERTICAL 3. RESPIRATION-RESPIRATE, RESPIRATORY-RESPIRATOR 4. VACCINATE-VACCINATION 5. NAUSEA-NAUSEOUS 6. CONSCIOUS-UNCONSCIOUS, UNCONSCIOUSNESS	C. APOSTROPH CONTRACTI SESSIVES, COINED V 1. CONTRACTI 1968 2. POSSESSIV WOMEN'S U BE ISSUED HOSPITAL 3. PLURALS- LOOK ALI 4. COINED V OUR TIME- D. ABBREVIATI NOT USE P 1. LETTERS U OF NAMES 2. SHORTENED AD FOR A 3. CHEMICAL O= OXYGEN, WATER

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COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED GRAMMAR - USAGE	METHODS AND MATERIALS	METHODS AND MATERIALS
TING 5-10 WORDS QUESTIONS EX: IPMENT THAT GUMMED TAPE. S OF SEVERAL OF INFORMATION PH N AND MER QUESTIONS ORDERS THAT (G.O.P., PG.	D. MEDICAL RECORDS CLERK 1. BIRTH-CHILDBIRTH, AFTERBIRTH 2. VERTIGO-VERTICAL 3. RESPIRATION-RESPIRATE, RESPIRATORY-RESPIRATOR 4. VACCINATE-VACCINATION 5. NAUSEA-NAUSEOUS 6. CONSCIOUS-UNCONSCIOUS, UNCONSCIOUSNESS	C. APOSTROPHE USED FOR CONTRACTIONS, POSSESSIVES, PLURALS AND COINED VERBS EX: 1. CONTRACTIONS-DON'T, '68-1968 2. POSSESSIVES-GIRLS' AND WOMEN'S UNIFORMS WILL BE ISSUED BY THE HOSPITAL 3. PLURALS-YOUR 2'S AND Z'S LOOK ALIKE 4. COINED VERBS-HE OK'D OUR TIME-CARDS D: ABBREVIATIONS THAT DO NOT USE PERIODS 1. LETTERS USED INSTEAD OF NAMES EX: EXHIBIT A 2. SHORTENED FORMS EX: AD FOR ADVERTISEMENT 3. CHEMICAL SYMBOLS EX: O= OXYGEN, H_2O = WATER	2. LANGUAGE ARTS- A) CLARENCE B. CAREY, BUSINESS SPELLER AND VOCABULARY BUILDER B) WORDS MOST OFTEN MISSPELLED AND MISPRONOUNCED C) 6 MINUTES A DAY TO PERFECT SPELLING D) WORDS - WORDS - WORDS E) JEANNE REED-BUSINESS ENGLISH F) GENEVIEVE SMITH AND DEAN DAVIS G) MEDICAL TERMINOLOGY-PROGRAM INSTRUCTION, H) JOHN WILEY & SONS, N.Y., 1962, (G) MEDICAL DICTIONARY I) N.H. & S.K. MAGER, THE OFFICE ENCYCLOPEDIA, POCKETBOOK-SIMON & SCHUSTER, N.Y., 1966 2. SPECIFIC A) SYLLABUS-APPENDIX B) BERYL ROBICHAUD, UNDERSTANDING MODERN BUSINESS DATA PROCESSING McGRAW HILL, N.Y C) ROOT-BYERS, MEDICAL TYPING PRACTICE, GREGG PUB. CO., N.Y. D) ROBERT FISHER, CLERICAL AND CIVIL SERVICE TRAINING, S.W. PUB. CO. CHICAGO, ILL., 1959	E) WILLIAM E. BUX, KEY-PUNCH TRAINING COURSE, S.W. PUB. CO., CHICAGO, 1966 F) IBM, PUNCHED CARD DATA PROCESSING PRINCIPLES, IBM CORP., N.Y., 1964 G) RALPH S. HANDY, BUSINESS CORRESPONDENCE IN PRACTICE, PITMAN PUB. CO., N.Y. 1962 H) U.S. DEPT. OF HEALTH, EDUCATION & WELFARE, M.D.T.P. STENOGRAPHIC-SECRETARIAL OCCUPATIONS (BULLETI OE-86007) McGRAW-HILL BOOK CO., NEW YORK, 1961 I) U.S. DEPT. H.E.W., ELECTRONIC BUSINESS DATA PROCESSING AND PERIPHERAL EQUIPMENT OCCUPATIONS McGRAW-HILL, WASHINGTON, 1964 J) HOSPITAL CHARTS, RECORDS AND REPORTS

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TYPING - KEYPUNCH VERIFIER - BOOKKEEPING MACHINE OPERATOR - MEDICAL

MAJOR-UNIT-CONTENT	CLOCK HOURS	APPLIED READING COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED G
UNIT IX. I. REVIEW UNITS I. - VIII.		I. REVIEW UNITS I. - VIII.	I. REVIEW UNITS I. - VIII.	I. REVIEW
II. PRE-EMPLOYMENT INTERVIEW AND WRITTEN TEST PRACTICE A. INTERVIEW TEST 1. PERSONAL FACTORS A) GROOMING - APPEARANCE B) ATTITUDES 2. COMMUNICATION SKILLS A) ABILITY TO SPEAK CLEARLY, CONCISELY, CONFIDENTLY B) TONE CONTROL C) SPEECH PATTERN D) ABILITY TO FOLLOW DIRECTIONS B. WRITTEN PERFORMANCE TEST 1. PLANNING TIME SCHEDULE A) OVERVIEW B) FAMILIAR QUESTIONS FIRST C) UNFAMILIAR OR DIFFICULT QUESTIONS LATER D) TIME ALLOWANCE FOR FINAL CHECK OF QUESTIONS-ANSWERS 2. ANSWERING QUESTIONS A) UNDERSTANDING INSTRUCTIONS-DIRECTIONS B) TYPE OF ANSWERS REQUIRED C) ANSWERING WITH REQUIRED FORM IN APPROPRIATE SPACE		II. ANSWERING QUESTIONS ON PRE-EMPLOYMENT TESTS A. SELECTING MAIN IDEA OR TITLE 1. MOST GENERAL STATEMENT THAT DOES NOT CONTAIN INCORRECT OR ADDITIONAL INFORMATION 2. DEFINITION OF WORD TO FIT CONTEXT MOST CLOSELY 3. FINDING A SPECIFIC DETAIL AFTER READING ENTIRE SENTENCE OR PARAGRAPH 4. INFERENCE A) FINDING THE CORRECT STATEMENT B) FOLLOWING DIRECTIONS C) ANSWERING TO FIT PURPOSE D) MAKING COMPARISON BETWEEN TWO OR MORE TERMS AFTER IDENTIFYING RELATIONSHIP EX: BLACK IS TO WHITE AS DAY IS TO__________ (NIGHT)	II. ANSWERING QUESTIONS A. ELIMINATING OBVIOUSLY WRONG ANSWERS IN MULTIPLE CHOICE QUESTIONS B. SPELLING WORD FROM MEMORY WITHOUT LOOKING AT TEST C. IDENTIFYING WORDS THAT RESEMBLE CORRECT WORD IN SOUND, SPELLING, OR READING EX: ACCEPT, EXCEPT	II. ANSWERI A. PREPA PERSO ORAL FOR F B. ELIMIN WRONG A MULTIPL QUESTI

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COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED GRAMMAR - USAGE	METHODS AND MATERIALS	EVALUATIONS
- VIII.	I. REVIEW UNITS I. - VIII.	I. REVIEW UNITS I - VIII.	I. REVIEW UNITS I-VIII	I. REVIEW UNITS I - VIII
TIONS ON PRE- S IDEA OR TITLE TATEMENT THAT IN INCORRECT OR ORMATION WORD TO FIT LOSELY IFIC DETAIL ENTIRE SENTENCE ORRECT STATEMENT ESTIONS FIT PURPOSE ISON BETWEEN ENNS AFTER ELATIONSHIP WHITE AS DAY ____(NIGHT)	II. ANSWERING QUESTIONS A. ELIMINATING OBVIOUSLY WRONG ANSWERS IN MULTIPLE CHOICE QUESTIONS B. SPELLING WORD FROM MEMORY WITHOUT LOOKING AT TEST C. IDENTIFYING WORDS THAT RESEMBLE CORRECT WORD IN SOUND, SPELLING, OR READING EX: ACCEPT, EXCEPT	II. ANSWERING QUESTIONS A. PREPARE RESUME OF PERSONAL DATA FOR ORAL INTERVIEW AND FOR FILLING OUT FORMS B. ELIMINATING OBVIOUSLY WRONG ANSWERS IN MULTIPLE CHOICE QUESTIONS	II. PRACTICE TESTS A. PRE-EMPLOYMENT TESTS: SYLLABI APPENDIX; ARCO, PRACTICE FOR CLERICAL TYPING AND STENOGRAPHIC TESTS, ARCO, N.Y., 1969; ROBERT FISHER, CLERICAL AND CIVIL SERVICE TRAINING, S.W. PUB. CO., CHICAGO, 1959; SAMPLE PRE-EMPLOYMENT TESTS WHEN AVAILABLE B. ISOLATING DIFFICULTIES 1. MISSPELLED WORDS EX: PERSONNEL 2. READING RATE FOR TIME LIMIT C. ORAL INTERVIEW-PREPARATION OF ANSWERS FOR STANDARD INTERVIEW QUESTIONS 1. PREPARING INDIVIDUAL RESUME 2. ROLE PLAYING D. INDIVIDUAL AND GROUP REMEDIATION	II. MEASUREMENT OF TRAINEE ACHIEVEMENT A. INFORMAL EVALUATION OF PRE-EMPLOYMENT INTERVIEW AND TEST ATTITUDES B. CORRECTING A PARAGRAPH FOR SPELLING, VOCABULARY, PUNCTUATION, AND GRAMMAR C. STUDENT AND TEACHER CHECK LIST OF ACHIEVEMENTS AND GOALS

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PART II

COURSE: COMMERCIAL OCCUPATIONS - SPECIFICS

UNIT	MATHEMATICS - CONCEPTS AND APPLICATION	HOURS	METHODS MAT
1	REVIEW OF WHOLE NUMBER ADDITION, SUBTRACTION, MULTIPLICATION AND DIVISION A. ADDITION AND SUBTRACTION: DECIMAL NUMERATION SYSTEM 1) BASE TEN AND PLACE VALUE; EX: 90, 0 ∓ 9.0 = 9.00, 9.09 2) "ZERO" AS PLACEHOLDER EX: 9 TO 90, .9 TO .09 3) HORIZONTAL AND VERTICAL ADDITION AND SUBTRACTION A) CARRYING IN ADDITION B) REGROUPING AND BORROWING IN SUBTRACTION C) CHECKING ARITHMETIC 1) PLACEMENT AND LABELING OF ENTRIES 2) CHECKING ADDITION AND SUBTRACTION 3) CHECKING PLACEMENT OF DOLLAR AND CENT SYMBOLS 4) APPLICATION: CHECKBOOK AND CASHBOOK A) ADDITION - DEPOSIT SLIPS B) SUBTRACTION - MAKING CHANGE C) KEEPING CHECKBOOK OR PETTY CASH D) PROVING (RECONCILING) CHECKING ACCOUNT BALANCE B. MULTIPLICATION AND DIVISION 1) MULTIPLICATION A) SHORT CUT ADDITION USING BASE 10, ZERO AS PLACEHOLDER B) MASTERY OF WHOLE NUMBER MULTIPLICATION INCLUDING DECIMALS 1) PLACING DECIMAL POINT IN THE PRODUCT 2) ROUNDING NUMBERS TO THE NEAREST CENT 3) CHECKING PLACEMENT OF FIGURES IN PARTIAL PRODUCT C. APPLICATION: SALES SLIPS AND TAXES 1) MULTIPLYING WITH PERCENTAGES EX: 5% SALES TAX ON A $10.20 PURCHASE 2) COMPLETING SALES SLIP BY COMPUTING SALES AND EXCISE TAXES 2) DIVISION A) REVERSE OF MULTIPLICATION PROCESS B) MASTERY OF SHORT AND LONG DIVISION INCLUDING DECIMALS 1) ESTIMATION 2) ROUNDING NUMBERS WITH A STATED NUMBER OF DECIMAL PLACES C) APPLICATION - UNIT PRICE 1) UNIT QUANTITIES: DOZENS, OUNCES-POUNDS, TENS-HUNDREDS 2) FINDING UNIT AND AVERAGE PRICES D. ROMAN NUMBERS 1. CLOCK HOURS (I-XII) 2. READING DATES (MCMLXVII = 1967) E. METRIC SYSTEM F. SPACING AND TYP. ARITHMETIC CENTERING		I. REVIEW OF WHOLE A. PRETEST ON SE APPLIED BUSIN RUTH R. TWISS, MCGRAW-HILL B. REMEDIATION I AND BACON, BO C. TEACHER-TESTI REMEDIATION D. INTERPRETING STATEMENT- RE E. USING PRICE F. ROMAN NUMBERS G. ESTABLISHING 1. ESTIMATE 2. WORK ARIT 3. CHECK: SI 4. CHECK: SU MULTIPLYI H. CLASSMADE CH 1. DECIMALS: 2. DECIMAL-P 3. UNIT QUAN ONE DIME I. ORGANIZATION METHODS AND

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D APPLICATION	HOURS	METHODS MATERIAL AND EVALUATION
ION AND DIVISION .09 LDER DECIMALS CT $10.20 PURCHASE TAXES LS L PLACES DREDS 967)		1. REVIEW OF WHOLE NUMBERS A. PRETEST ON SELECTED EXAMPLES FROM EDWIN B. PIPER, JOSEPH GRUBER, PRESTON E. CURRY, APPLIED BUSINESS ARITHMETIC, S.W. PUBLISHING COMPANY, CHICAGO; HARRY HUFFMAN, RUTH A. TWISS, LESLIE J. WHALE, ARITHMETIC FOR BUSINESS AND CONSUMER USE, MCGRAW-HILL BOOK COMPANY, NEW YORK, 1962 (TEXTBOOK AND WORKBOOK) B. REMEDIATION INSTRUCTION USING EDWIN I. STEIN, REFRESHER MATHEMATICS, ALLYN AND BACON, BOSTON, 1966, UNIT I: C. TEACHER-TESTING AND RETESTING OF WEAKNESS REVEALED IN PRETESTS AFTER REMEDIATION D. INTERPRETING AND COMPLETING SAMPLE BUSINESS FORMS: CHECK STUB-CHECKBOOK, BANK STATEMENT- RECONCILIATION STATEMENT E. USING PRICE AND TAX CHARTS TO PREPARE AND CHECK BILLS F. ROMAN NUMBERS USING STEIN, P. 276 G. ESTABLISHING HABITS OF SYSTEMATIC ARITHMETIC AND ACCURACY 1. ESTIMATE ANSWER 2. WORK ARITHMETIC PROBLEM 3. CHECK: SIGNS, DECIMALS, ZEROS, LABELS IN ANSWER 4. CHECK: SUBTRACTION BY ADDING; MULTIPLICATION BY DIVIDING; DIVISION BY MULTIPLYING. H. CLASSMADE CHARTS TO UNDERSTAND EQUIVALENTS (USE SHORT CUTS) 1. DECIMALS: EX. 7.100 = 7.1=7.10=7.1000 2. DECIMAL-PERCENT: EX. 20% = .20 = 2, .05 = 5%, 1.5 = 150% = 1.50 3. UNIT QUANTITIES, EX. 16 OZ. = 1 LB., 2 LB. = 32OZ; ½ LB. = 8OZ; ONE DIME = .1 DOLLAR = 10 CENTS I. ORGANIZATION OF STUDENT NOTEBOOK FOR INFORMATION: BASIC TERMS, SAMPLE METHODS AND PROBLEMS, CHARTS OF NUMERATION, EQUIVALENTS AND QUANTITIES.

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PART II

COURSE: COMMERCIAL OCCUPATIONS - SPECIFIC

UNIT | MATHEMATICS - CONCEPTS AND APPLICATION | HOURS | METHODS MA

II

FRACTIONS, DECIMAL FRACTIONS AND PERCENTAGES

A. SPEED DRILL WITH TEACHER-MADE CHARTS OF COMMONLY USED FRACTIONS, DECIMAL AND PERCENTAGE EQUIVALENTS.

1) FRACTIONS IN EQUATION FORM
   - A) HALVES, QUARTERS, EIGHTHS, TWELFTHS, SIXTEENTHS
     EX. $\frac{1}{2}$ = 2/4 = 4/8 = 8/12 = 8/16
   - B) THIRDS, SIXTHS, TWELFTHS
     EX. 2/3 = 4/6 = 8/12
   - C) TENS - HUNDREDS
     EX. $\frac{150}{100} = \frac{15}{10} = 1\frac{5}{10} = 1\frac{1}{2}$
   - D) MIXED DENOMINATORS-ADDING, SUBTRACTING, MULTIPLYING
     EX. (1) $\frac{1}{2}+\frac{1}{4}$ = 3/4, EX. (2) 5/6 + 1/3 = 1-1/6 (3) 1/3 - $\frac{1}{4}$ = 1/12
     (4) 3/10 x 2/3 = 1/5
   - E) COMPARING WHOLE NUMBER AND FRACTION DIVISION EX. (1) \$1.00 ÷ 10 = 10¢ (DIME)
     \$1.00 - 4 = 25¢ (QUARTER), \$1.00 - 1 = \$1.00 (DOLLAR)
     EX. (2) 100 - $\frac{1}{2}$ = 200, 100 - 2/3 = 150, 1 - 1/3 = 3, 1 - 2/3 = $1\frac{1}{2}$ = 1.5

2) FRACTIONS IN COLUMN FORM - EXAMPLES:

```
+ 2/3 | = 4/6    | + 3   | 1/3 = 4/12                | - 6 | 1/8 = 1/8 + 8/8 = 9/8
  1/6 | = 1/6    |   5   | 3/4 = 9/12                |   3 | 3/4 = 3/4 - 6/8 = -6/8
      |   5/6    | 8+1=9 | 1/12   13/12 = 1-1/12     |   3 | 3/8               3/8

                      19                 19
                   x  4½     ½ x 19 =   ---- = 9½
                      9½                  2
                      76
                      85½
```

3) FRACTIONS, DECIMAL AND PERCENTAGE EQUIVALENTS
   EX. 1) 3/4 = .75 = 75% = 75/100
   2) 1/3 = .333 1/3 = 33 1/3%
   3) 80% = .80 = 80/100 = 8/10 = 4/5

4) COMPARING EQUIVALENTS
   EX. 1) $\frac{1}{4}$ = .25, $\frac{1}{4}$% = .0025
   2) 500% = 5.00, 50% = .5 = $\frac{1}{2}$, .05% = 1/20, .5% = .005 = 1/200

B. PERCENTAGES - BASIC OPERATIONS
1) CHANGING PERCENT TO DECIMAL-DECIMAL TO PERCENT
2) CHANGING PERCENT TO COMMON FRACTION
3) FINDING PERCENT OF A NUMBER

II FRACTIONS AND

A. SPEED DRILL
PERCENTAGE

B. REMEDIAL IN
OF EQUIVALE

C. COMPUTING UN
1) COMPLETIN
2) EVALUATIO

D. TEXT-PIPER,
HUFFMAN,
CHS. 7,

E. METRIC SYSTEM

F. COMPARING METH
EX: \$500 X 80

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ND APPLICATION	HOURS	METHODS MATERIAL AND EVALUATION
FRACTIONS, DECIMAL AND LYING (3) 1/3 - ¼ = 1/12 X. (2) $1.00 ÷ .10 = 10¢ (DIME) LLAR) = 3, 1 - 2/3 = 1½ = 1.5 1/8 = 1/8 + 8/8 = 9/8 3/4 = 3/4 = -6/8 = -6/8 3/8 3/8 .5% = .005 = 1/200		II FRACTIONS AND PERCENTAGES COMMONLY USED A. SPEED DRILL USING TEACHER-MADE CHARTS OF FRACTIONS, DECIMAL EQUIVALENTS AND PERCENTAGE EQUIVALENTS B. REMEDIAL INSTRUCTION IN STEIN, REFRESHER MATHEMATICS, UNITS 2,3,4, AND TABLE OF EQUIVALENTS, P. 205 C. COMPUTING UNIT CHARGES, COMMISSIONS, AND WAGES 1) COMPLETING SAMPLE FORMS 2) EVALUATION BY TEACHER-MADE TEST D. TEXT-PIPER, GRUBER, CURRY, APPLIED BUSINESS ARITHMETIC, UNITS 3,4,5, HUFFMAN, TWISS, WHALE, ARITHMETIC FOR BUSINESS AND CONSUMER USE, CHS. 7, 8, 10 E. METRIC SYSTEM - STEIN, REFRESHER MATH, P. 439 - 461 FOR MEDICAL RECORD CLERK F. COMPARING METHODS FOR SPEED AND CHECKING EX: $500 X 20% = ?; SOLUTION: $500 X .2 OR $500 X 2/10 OR $500 X 1/5 = ?

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UNIT	MATHEMATICS - CONCEPTS AND APPLICATION	HOURS	METHODS MATER
II	FRACTIONS, DECIMAL FRACTIONS AND PERCENTAGES (CONTINUED)		
	C. APPLICATION		
	1) PAYROLL		
	A) COMPUTING HOURS WORKED (EX: M T W TH F) 8+ 7-3/4+ 8½+7- 1/3 + 8		
	B) MULTIPLYING BY HOURLY RATE; 1.85 X HOURS = WEEK'S EARNINGS		
	2) FINDING COMMISSIONS		
	A) TOTAL COMMISSION (EX: $300 SALES X 5% COMMISSION = ?		
	B) RATE OF COMMISSION (EX: $300 SALES - $15 COMMISSION + ?)		
	3) UNIT COST (EX: ONE DOZEN BOXES OF PAPER CLIPS COST $2.40 - FIND COST OF 8 BOXES, 1 BOX?)		
	D. METRIC SYSTEM		
	1) RELATION TO DECIMAL OR TENS-HUNDREDS SYSTEM		
	2) MEASUREMENT OF LENGTH, AREA, VOLUME, WEIGHT, USING METER, LITER, AND GRAM WITH DECIMAL UNITS (DECI + 1/10, CENTI + 1/100, MILLI + 1/1000) FOR MEDICAL RECORD CLERK		
	E. COMPARING METHODS FOR SPEEDS - CHECKING EX: PROBLEM $500 X 20% =?		
	SOLUTION - $\begin{array}{r}\$500\\ \underline{\times.20}\\ \$100.00\end{array} = \begin{array}{r}\$500\\ \underline{\times.02}\\ \$100.00\end{array}$ = $500 x 2/10 = $100 = $500 x 1/5 = $100		

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D APPLICATION	HOURS	METHODS MATERIAL AND EVALUATION
)		
F)		
1/3 + 8		
'S EARNINGS		
ON = ?		
SSION + ?)		
T $2.40 - FIND COST		
METER, LITER, AND		
500 X 20% =?		
= $500 X 1/5 = $100		

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PART II

COURSE: COMMERCIAL OCCUPATIONS - SPECIFICS -

UNIT | MATHEMATICS - CONCEPTS AND APPLICATION | HOURS | METHODS MATE

III

INTEREST, DISCOUNT, BUYING AND SELLING

A. INTEREST, DISCOUNT, PURCHASING PRICE
  1) DEFINITIONS
    A) INTEREST, PRINCIPAL, TOTAL AMOUNT
    B) TIME RATE, YEARLY RATE - COMMERCIAL YEAR (360 DAYS)
  2) INTEREST FORMULAS, DISCOUNT SERIES
  3) APPLICATION OF FORMULAS TO BUSINESS PROBLEMS
    A) INTEREST IN LOANS AND SAVINGS ACCOUNTS
      1) INTEREST FOR ONE YEAR
      2) INTEREST BY DAYS, MONTHS
      3) FINDING INTEREST RATE
    B) DISCOUNT AND PURCHASING PRICE
      1) SINGLE DISCOUNT, COMPUTING DISCOUNT, FINDING DISCOUNT RATE
      2) DISCOUNT SERIES - FINDING THE EQUIVALENT SINGLE DISCOUNT RATE
        EX: 20% TRADE DISCOUNT + 10% CASH DISCOUNT 1000 (LIST PRICE) - $200 (TRADE DISCOUNT) - $80 (CASH DISCOUNT) = $280 DISCOUNT = 280/1000 = 28% (ANSWER)
      3) AMOUNT SAVED BY BORROWING TO SECURE CASH DISCOUNT

B. SALES: PROFIT AND LOSS, PRICING GOODS
  1) DEFINITIONS
    A) SELLING PRICE, GROSS PROFIT, NET PROFIT
    B) PRICING GOODS - SALE PRICE BASIS, COST PRICE BASIS
  2) APPLYING SALES FORMULAS
    A) GROSS PROFIT AND RATE
      1) GROSS PROFIT = SELLING PRICE - COST
      2) RATE (%) OF GROSS PROFIT $= \frac{\text{GROSS PROFIT}}{\text{SELLING PRICE}}$
    B) NET PROFIT AND RATE
      1) NET PROFIT = SELLING PRICE - COST - OPERATING EXPENSES
      2) RATE (%) OF NET PROFIT $= \frac{\text{NET PROFIT}}{\text{SELLING PRICE}}$
    C) PROFIT PER ARTICLE $= \frac{\text{TOTAL PROFIT}}{\text{NUMBER OF ARTICLES}}$
  3) PROBLEM SOLVING APPLYING SALES FORMULAS-
    AN AUTO SUPPLY COMPANY PURCHASED 25 TIRES AT $10 EACH AND SOLD THEM FOR $15 EACH
    A) GROSS PROFIT - FIND TOTAL AMOUNT, FIND RATE
    B) RELATED BUSINESS EXPENSES TOTALED $50 - FIND NET PROFIT, FIND NET PROFIT RATE
    C) FIND NET PROFIT PER TIRE.

III APPLYING INTERES

A. REFERENCES: 1)
  2)

B. TEACHER-MADE FO
  1) FAMILIAR NUM
    EX: 5 + 5 =
      7 HOURS
  2) FORMULA IS
    A) SENTENCE
    B) COLUMN FO

C. USING FORMULA C
  1) SELECTION OF
  2) DRILL IN SUB
  3) COMPARING VE
    EX: RATE (PE
      (INTEREST

D. DRILL ON PROBL
  EX: FIND INTE
  1) STANDARD FO
  2) ADDING EXTR
    RATE (MONTH

E. REVIEWING RELA
  1) RATE OF GRO
  2) GROSS PROFIT
  3) COST - SELL

F. CLASS DISCUSSI
  1) COULD GROSS
  2) WHY DO WE

G. PRACTICE DRILL
  1) NUMBERS 2

H. MATCHING TEST

I. PRACTICE IN U

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APPLICATION | HOURS | METHODS MATERIAL AND EVALUATION

SCOUNT RATE
DISCOUNT RATE
0 (LIST PRICE) - $200
00 DISCOUNT =

NT

XPENSES

AND SOLD THEM FOR

PROFIT, FIND NET PROFIT

III APPLYING INTEREST, DISCOUNT AND SALES FORMULAS

A. REFERENCES: 1) APPLIED BUSINESS ARITHMETIC, UNITS 6,7,11,12,13 AND CHART P. 200
2) STEIN, UNIT IV FOR REMEDIAL INSTRUCTION IN EQUIVALENTS AND APPLICATIONS OF FORMULAS

B. TEACHER-MADE FORMULA CHARTS: WORDS TAKING THE PLACE OF NUMBERS IN EQUATIONS
- 1) FAMILIAR NUMERICAL EQUATION
  - EX: 5 + 5 = 10
  - 7 HOURS X 5 DAYS (1 WORK WEEK) = 35 HOURS
- 2) FORMULA IS GENERAL STATEMENT OF METHOD
  - A) SENTENCE FORMULA EX: TOTAL YEARLY INTEREST = INTEREST RATE X PRINCIPAL
  - B) COLUMN FORMULA EX: TRADE PRICE = $50.

X DISCOUNT RATE	X.10
$ DISCOUNT	$5.00

C. USING FORMULA CHART WITH VERBAL PROBLEMS
- 1) SELECTION OF APPROPRIATE FORMULA
- 2) DRILL IN SUBTRACTING NUMBERS IN FORMULAS BY IDENTIFYING INTEREST, COST, PRICE
- 3) COMPARING VERBAL STATEMENTS
  - EX: RATE (PERCENT) COMPARED TO AMOUNT $100 AT 6% (INTEREST RATE) = $6 (INTEREST AMOUNT)

D. DRILL ON PROBLEMS INVOLVING EXTRA STEPS
EX: FIND INTEREST FOR ONE MONTH ON $200 AT 6%
- 1) STANDARD FORMULA: PRINCIPAL X INTEREST RATE = INTEREST + (YEARLY)
- 2) ADDING EXTRA STEP (ONE MONTH INTEREST RATE) TO FORMULA: PRINCIPAL X INTEREST RATE (MONTHLY)

E. REVIEWING RELATED FORMULAS
- 1) RATE OF GROSS PROFIT = $\frac{\text{GROSS PROFIT}}{\text{SELLING PRICE}}$
- 2) GROSS PROFIT = SELLING PRICE - COST
- 3) COST - SELLING PRICE = GROSS LOSS

F. CLASS DISCUSSION ON ABOVE
- 1) COULD GROSS PROFIT BE EQUAL TO OR GREATHER THAN 100%?
- 2) WHY DO WE SUBTRACT THE SELLING PRICE FROM COST TO GET A LOSS? - GAIN?

G. PRACTICE DRILLS SUBTRACTING IN RELATED FORMULAS
1) NUMBERS 2) PERCENTS 3) NUMBERS AND PERCENTS

H. MATHCING TEST OF DEFINITIONS OF BUSINESS ARITHMETIC (UNITS I - III)

I. PRACTICE IN USING COMPOUND INTEREST, TAKE, APPLIED BUSINESS ARITHMETIC P. 100

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COURSE: COMMERCIAL OCCUPATIONS - SPECIFICS -

UNIT	MATHEMATICS - CONCEPTS AND APPLICATION	HOURS	METHODS MATE
IV.	**I. ADDITIONAL RELATED BUSINESS ARITHMETIC - SKILLS AND PROBLEMS** A. LIFE INSURANCE AND TRAVEL EXPENSES 1) DEFINITIONS A) LIFE INSURANCE - PREMIUM RATE, DIVIDEND, SHORT TERM POLICY, CANCELED, SETTLEMENT, "TRADE-IN", DEPRECIATION, AVERAGE RATE, B) TRAVEL EXPENSES = MILES PER GALLON 2) APPLYING INTEREST DISCOUNT FORMULA SKILLS TO RELATED PROBLEMS EX: OLD FORMULA FOR INTEREST CHARGE = INTEREST RATE X PRINCIPAL NEW FORMULA FOR PREMIUM CHARGE = INSURANCE RATE X NUMBER OF UNITS 3) FINDING AVERAGES A) AVERAGE DEPRECIATION PER YEAR = $\frac{\text{DEPRECIATION}}{\text{NUMBER OF YEARS}}$ B) AVERAGE MILES PER GALLON = $\frac{\text{TOTAL MILES}}{\text{TOTAL GALLONS}}$ C) AVERAGE MILES PER HOUR = $\frac{\text{TOTAL MILES}}{\text{TOTAL HOURS OF DRIVING}}$ D) COST PER MILE = $\frac{\text{TOTAL COST}}{\text{TOTAL MILES}}$ B. USING SYMBOLS OR NUMBERS FOR PROBLEM SOLVING EX: RATE X TIME = DISTANCE = RATE X TIME = DISTANCE MAN TRAVELS 30 MILES AN HOUR FOR 3 HOURS 30 MILES X 3 HOURS = 90 MILES		**I. ADDITIONAL RELATED BUSI** A. PRACTICE IN READING VE STITUTING NUMBERS. AP B. DRILL ON UNDERSTANDING 1) COMPARING STATEMENT EX: INTEREST RATE DEPRECIATION (2) COMPARING AVERAGE EX: MAN TRAVELS 20 HOURJ WHAT IS C. PRACTICE IN SELECTING D. EVALUTIVE TESTS OF BA TESTS AND CHAPTER TEST APPLIED BUINESS ARITH
	II. PRE-EMPLOYMNET TEST PRACTICE A) REVIEW UNITS 1 - 4 B) WORK SHEET DRILLS ON PRE-EMPLOYMENT ARITHMETIC SKILLS C) PRACTICE TESTS INCLUDING NUMBER AND VERBAL PROBLEMS 1) NUMBER SENSE - A) SERIES B) COMPARISON OF FRACTIONS, DECIMALS, PERCENT 2) WHAT PART ONE NUMBER IS OF ANOTHER - FIND THE NUMBER GIVEN A FRACTIONAL PART. D) TIMED PRE-EMPLOYMENT SAMPLE TESTS E) WRITTEN PERFORMANCE TEST 1) PLANNING TIME SCHEDULE - A) OVERVIEW B) EASIER QUESTIONS FIRST C) FINAL CHECK OF QUESTIONS - ANSWERS 2) TYPE OF ANSWERS REQUIRED - A) LABEL EX: $ ¢ % SYMBOLS B) NUMERICAL FORM EX: $6 OR 6% C) PLACEMENT OF ANSWER IN APPROPRIATE SPACE		**II. PRE-EMPLOYMENT TEST** A. REFERENCES- (1) AR ARCO, NEW YORK, 1963 SW PUBLISHING COMPA FOR BUSINESS AND C B. TEACHER DRILL ON CLA C. SAMPLE PRE-EMPLOYED D. TECHNIQUE OF ANSWERI 1) ESTIMATE ANSWER OF A TWO PART PRO (5) CHECKING ARIT (A) BY ESTIM (B) BY FULL A

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COURSE: COMMERCIAL OCCUPATIONS - SPECIFICS - MATHEMATICS

D APPLICATION	HOURS	METHODS MATERIAL AND EVALUATION
EMS POLICY, CANCELED, PROBLEMS PRINCIPAL NUMBER OF UNITS RM NS VING ES X 3 HOURS = 90 MILES		I. ADDITIONAL RELATED BUSINESS ARITHMETIC SKILLS AND PROBLEMS A. PRACTICE IN READING VERBAL PROBLEMS, SELECTING APPROPRIATE FORMULA, AND SUBSTITUTING NUMBERS. APPLIED BUSINESS ARITHMETIC, UNITS 7,9 B. DRILL ON UNDERSTANDING AND FINDING AVERAGES 1) COMPARING STATEMENT OF AVERAGE WITH INTEREST EX: INTEREST RATE IS 6% YEARLY OR $6 PER $100 DEPRECIATION (AUTO) 33-1/3 YEARLY OR $333.33 PER $1,000. 2) COMPARING AVERAGE AND UNIFORM RATE EX: MAN TRAVELS 20 MILES FIRST HOUR, 40 MILES SECOND HOUR AND 30 MILES THIRD HOUR; WHAT IS AVERAGE RATE? (30 MILES PER HOUR) C. PRACTICE IN SELECTING FORMULA FOR AVERAGE OR TOTAL AMOUNT D. EVALUTIVE TESTS OF BASIC ARITHMETIC SKILLS AND PROBLEM SOLVING ADAPTING INVENTORY TESTS AND CHAPTER TESTS IN STEIN REFRESHER MATH, AND END OF CHAPTER PROBLEM APPLIED BUINESS ARITHMETIC
LLS S TIONS, DECIMALS, PERCENT NUMBER GIVEN A FRACTIONAL QUESTIONS FIRST C) FINAL SYMBOLS B) NUMERICAL FORM RIATE SPACE		II. PRE-EMPLOYMENT TEST PRACTICE A. REFERENCES- (1) ARCO-PRACTICE FOR CLERICAL TYPING AND STENOGRAPHIC TESTS, ARCO, NEW YORK, 1963 (2) ROBERT FISHER, CLERICAL AND CIVIL SERVICE TRAINING, SW PUBLISHING COMPANY, CHICAGO, 1959. (3) HUFFMAN, TWISS, WHALE, ARITHMETIC FOR BUSINESS AND CONSUMER USE, MCGRAW HILL, NEW YORK 1962 (TEXTBOOK & WORKBOOK) B. TEACHER DRILL ON CLASS AND INDIVIDUAL ARITHMETIC AREAS OF WEAKNESS C. SAMPLE PRE-EMPLOYED TESTS (APPENDIX) D. TECHNIQUE OF ANSWERING QUESTIONS 1) ESTIMATE ANSWER 2) ELIMINATE OBVIOUSLY WRONG ANSWERS (3) ANSWERING BOTH PARTS OF A TWO PART PROBLEM (4) SELECTING QUICKEST WAY OF DOING ARITHMETIC (5) CHECKING ARITHMETIC OR TIME PERMITS (A) BY ESTIMATION (B) BY FULL ARITHMETIC PROCESS

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BASIC EDUCATION - COMMERCIAL OCCUPATIONS

TYPIST - KEYPUNCH VERIFIER - BOOKKEEPING MACHINE OPERATOR - MEDICAL RECORD CLERK - STENOGRAPHER

APPENDIX

I. FREQUENTLY MISSPELLED WORDS

II. COMMERCIAL OCCUPATIONS - SPELLING WORDS

III. CASHIER - SPELLING WORDS

IV. KEYPUNCH - SPELLING WORDS

V. COMMON MEDICAL TERMINOLOGY - WORD ELEMENTS

VI. DICTIONARY OF BOOKKEEPING TERMS

VII. SAMPLE VOCABULARY TEST QUESTIONS

VIII. AMS ARITHMETIC REVIEW PROBLEMS

IX. SAMPLE ARITHMETIC TEST QUESTIONS

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APPENDIX I

FREQUENTLY MISSPELLED WORDS

abbreviate
absence
absurd
accept
access
accessible
accidentally
accommodate
accumulate
accustom
achievement
acknowledgment
acquainted
acquitted
across
advantageous
advice (noun)
advise (verb)
airplane
affect
aggravate
aisle
allotted
all right
already
altar
alter (verb)
altogether
alumna
alumnae
alumnus
alumni
always
amateur
ambiguous
among
analogous
analysis
analyze
angel
angle
annual
antecedent
anxiety
apparatus
appearance
appropriate
arctic
argument
arising
arithmetic
arouse
ascend
ascertain
athlete
athletic
audible
audience
auxiliary
awkward
bachelor
balance
barbarous
baring
barring
baseball
based
battalion
bearing
becoming
beggar
begging
beginning
believe
benefited
biscuit
blamable
borne
boundaries
brilliant
Britain
Britannica
buoyant
bureau
business
busy
cafeteria
calendar
candidate
can't
captain
carburetor
ceiling
cemetery
certain
changeable
changing
chracteristic
chargeable
chauffeur
choose
chose
chosen
cite (verb)
clothes
coarse (adj.)
column
coming
commission
committee
comparative
compel
compelled
competent
competitive
complement
comprehensible
concede
conceivable
conferred
confidant (noun)
confident
connoisseur
conquer
conqueror
conscience
conscientious
considered
continuous
control
controlled
cooperate
corps
council
counsel
course (noun)
courteous
courtesy
cozy
criticise
cruelty
cruise
cylinder
dealt
deceitful
defendant
deferred
deficiency
definite
dependant (noun)
dependent (verb)
derived
descendant
describe
description
despair
desperate
destroy
develop
development
device
devise (verb)
dictionary
difference
digging
dilapidated
dilemma
dining room
dinning
diphtheria
disappear
disappoint
disavowal
discipline
disease
dissatisfied
dissipate
distribute
divide
divine
doctor
don't
dormitories
drudgery
dyeing
dying
ecstasy
effect
eighth
eligible
eliminate
embarrassment
eminent
emphasize
employees
encouraging
enemy
equipped
erroneous
especially
etc.
exaggerate
exceed
excel
excellent
except
exceptional
exhaust
exhilarate
existence
exorbitant
expense
experience
explanation
extension
familiar
fascinate
feasible
February
fiery
fifth
Filipino
finally
financier
foregoing
forfeit
formally
formerly
forth
fourth
frantically
fraternity
freshman.
friend
fulfil
fulfill
furniture
gaiety
gayety
gallant
galoshes
gambling
gauge
gage
generally
goddess
government
governor
grammar
grandeur
grievous
guard
guidance
harass
having
hazard
height
heinous
heroes
hesitancy
holy
hoping
humorous
hundredths
hurriedly
hygienic
hypocrisy
imaginary
imitative

FREQUENTLY MISSPELLED WORDS (continued)

immediately
immigration
imminent
impromptu
incidentally
incidents
incredible
incredulous
indefinite
independence
indict
indigestible
indispensable
infinite
influence
ingenious
ingenuous
innocuous
inoculate
instance
intellectual
intelligible
intentionally
intercede
invitation
irrelevant
irresistible
isthmus
its (possessive)
it's (contraction)
itself
judgment
kidnaper
knave
knowledge
laboratory
ladies
laid
later
latter
lead
led
liable
library
lightning
likely
literature
loath
loneliness
loose
lose (verb)
losing
lying
maintain
maintenance
maneuver
Manila
mantle (cloak)
manual
manufacturer
many
marriage
marriageable
Massachusetts
material
mathematics
mattress
meant
messenger
mileage
miniature
minutes
mischievous
Mississippi
misspelled
momentous
murmur
muscle
mysterious
naive
naphtha
naval (adj.)
navel (noun)
necessary
Negroes
neither
nickel
niece
nineteenth
ninetieth
ninety
ninth
noticeable
nowadays
oblige
obstacle
occasion
occasionally
occur
occurred
occurrence
o'clock
officers
omission
omitted
opinion
opportunity
optimistic
origin
outrageous
overrun
paid
pantomime
parallel
paraphernalia
parliament
particularly
partner
pasteurize
pastime
peaceable
perceive
perception
peremptory
perform
perhaps
permissable
perseverance
personal
personnel
perspiration
persuade
pertain
pervade
physical
picnic
picnicking
planned
pleasant
politic
politics
possession
possible
potatoes
practically
prairie
precede
prededence
precedents
preceding
preference
preferred
prejudice
preparation
pretension
pretensious
prevalence
primitive
principal
principle
prisoner
privilege
probably
procedure
proceed
prodigy
profession
professor
proffered
prohibition
promissory
pronunciation
propaganda
prophecy
prophesy
propitious
prove
psychology
purchase
pursue
putting
quantity
questionnaire
quiet
quite
possible
potatoes
practically
quizzes
rapid
recede
rarefy
ready
really
receipt
receive
recipe
recognize
recommend
reference
referred
regard
region
religion
religious
reminiscent
renaisaance
rendezvous
repetition
replies
representative
reservoir
restaurant
rheumatism
rhythm
ridiculous
rite
sacrilegious
safety
sandwich
satiric
schedule
science
scream
screech
secede
secretary
seams
seize
sense
sentence
separate
sergeant
several
shiftless
shining
shone
shown
shriek
siege
similar
simultaneous
since
smooth
soliloquy
sophomore
speak
specimen
speech
statement
stationary (adj.)
stationery (noun)
statue
statute
steal
steel
stops
stopped
stopping
stories
straight
stretch
strait
strictly
succeeds
successful
summarize
superintendent
supersede
surely
surprise
syllable
symmetrical
temperament
tenant

FREQUENTLY MISSPELLED WORDS (continued)

tendency
than
their
there
therefore
they're
thorough
thousandths
till
to
today
together
too
track
tract
tragedy
tranquillity
transferred
transient
translate
treacherous
treasurer
tries
trouble
truant
truly
Tuesday
tunnel
two
typical
tyranny
universally
unmanageable
until
using
usually
vacancy
vengeance
vigilance
vilify
village
villain
visibly
wear
weather
Wednesday
weird
welfare
where
wherever
whether
which
whole
wholly
who's
whose
wintry
wiry
without
women
writing
written
yacht
your
you're

APPENDIX II

COMMERCIAL OCCUPATIONS - Spelling Words

typist
secretary, secretaries
stenographer, stenography
bookkeeper
office manager
keypunch operator
verifier operator
private
Wednesday
Saturday
Thursday
Tuesday
typewriter
typing
posture
December
August
January
February
fourth
fourteenth
forty
twenty-six
twenty-sixth
ninety
one hundred
eight thousand
one million
billion
merchandise
Respectfully yours,
Very truly yours,
Sincerely yours,
address
parallel
separate
space bar
carriage
backspacer
invoice
unit
amount
customer
enclosed
envelopes
attention
received
interview
attached
experience
ordering
receipt
check
personal
appearance
training
duty, duties
materials
business
manuals
machine
instructions
industry
efficient
electricity
customer
horizontal
vertical
statement of account
debit
credit
balance
folio
amount
appreciate
govern, government
reference
withdraw, withdrawal

APPENDIX III

CASHIER - Spelling Words

appearance
personnel
merchandise
deodorant
courtesy
employee
trustworthy
customer
supermarket
industry
responsibility
checkout
operation
service
schedule
assignment
equipment
booth
complaints
cooperate
cashiering
opportunity
register
supplies
receipt
routine
department
demarcation
conveyor
pedal
denomination
machine
technique
accuracy
procedure
fatigue
heel
motor bar
benefit
notice
bagger
taxable
subtotal
efficient
special
contention
groceries
argument
satisfy
multiple
basis
receive
benefit
possible
purchase
different
variety
attention
separate
amount
previously
necessary
obtain
additional

immediately
collected
notify
function
several
prepare
minimum
instruct
assistant
occasionally
handling
transaction
notation
column
verify
authorized
accepted
certain
approved
deviation
permitted
discrepancy
completion
coupons
expiration
prescribed
compute
entry
available
touches
circular
frequently
utilized
packaged
wrapping
whether
hurriedly
valuable
precaution
inadequate
appreciate
apparent
equally
distribute
assigned
positioned
parcel
pleasant
containers
upright
irregular
operation
vertically
citrus
cabbage
potatoes
appropriate
aluminum
ammonia
similar
fragile

APPENDIX IV

KEYPUNCH - Spelling Words

ampersand
card column
collating
comparing
control panel
detail printing
duplication
error correction
gang punching
group printing
interpreting
listing
merging
punching position
punching station
release
reading station
reproducing
selecting data
sequence
source document
summary punching
tabulating
verification
zone punch
auto-coding
program control lever
cable
card gage
card jam
card lever
card weight
carriage
column indicator
ejection
fanning the cards
feed knife
joggle
mark sensing
manual replacement
electrographic pencil
laming
multiple punching
needle checking
character
space bar
normal alternate switch
delete
data processing
chip box
fortran

APPENDIX V

COMMON MEDICAL TERMINOLOGY - Word Elements

A suitable word to express a medical concept can often be quickly selected by following these rules:

1. Define the word for which you are looking. For example, suppose that you want a word meaning a condition of the blood characterized by increased sugar.

2. Choose an appropriate suffix (a word element beginning with a hyphen) from this list. For example a suffix meaning condition of the blood is -emia.

3. Choose one or more suitable prefixes (word elements ending with a hyphen). For example, a prefix meaning increased is hyper-, and one meaning sugar is glyco-.

4. Arrange prefixes in order of increasing importance, and put the suffix after the last of the prefixes. For example, since sugar is more important than increased, glyco follows hyper-, thus glyco-, hyper-, and -emia are arranged hyper-glyco-emia.

5. Drop all the hyphens, and, if the suffix begins with a vowel, drop the final vowel of the prefix directly before the suffix. For example, since -emia begins with a vowel, hyper-glyco-emia becomes "hyperglycemia."

6. To check on the word so obtained, look it up in a medical dictionary. For example, "hyperglycemia" is listed in all good-sized medical dictionaries, and fits the definition with which we started.

COMMON MEDICAL TERMINOLOGY - Word Elements (continued)

N.B. -- In this list, alternative word elements of idential meaning are listed in order of pereference.

Abnormality	-pathy
above	hyper-, super-
after	post-, meta-
air	aero-, pneumo-, penumato-
anus	ano-
arm	brachio-
around	peri-
before	pre-
below	hypo-, sub-
beside	para-
between	dia-, inter-
beyond	para-
bladder	cysto-
blood	hemato- hemo-[1], hema-[3]; -emia
bone	osteo-
breathing	pneo- pneumato-1 pneumo-[2],pneuma-3
cecum	ceco-
chest	thoraco-
colon	colo-, colono-3
condition	-osis
condition of the blood	-emia
condition of the urine	-uria
deficient	a-[4], an-[5], ar-[6]
decreased	hypo-
difficult	dys-
discharge	-rrhea
disease	-pathy
disordered	dys-, mal-3
duodenum	duodeno-
ear	oto-, auriculo-3
excreted in the urine	uria-
exterior	ecto-
eye	ophthalmo-,oculo-3
falling	-ptosis
fear	-phobia
field of medicine	-logy,-iatrics
flow	-rrhea
foot	podo-, pedi3
gall bladder	cholecysto-
gas	aero-, pneumo-[1], pneumato-[2]
gland	adeno-
head	cephalo-
heart	cardio- cordi-3
ileum	ileo-
increased	hyper-
inflammation	-itis
interior	endo-
intestines	entero-, See also anus, cecum, colon, duodenum, ileum, jejunum, or rectum

jejunum	jejuno-
joint	arthro-
kidney	nephro-, reni-[2]
lacking	a-[4], an-[5], ar-[6]
larynx	laryngo-
liver	hepato-
lung	pneumono- pneumo-[1], pulmoni-3
menstruation	meno-
mental	psycho-
mind	psycho-
mouth	stomato-, ori-[2]
muscle	myo-
neck	cervico-
nerve	neuro-
nose	rhino-, naso-[2]
ovary	ophoro-, ovario-[1]
over	hyper-, super-[1]
pain	-algia, -dynia
painful	dys-
pharynx	pharyngo-
condition of the blood	-emia
presence in the urine	-uria
pus	pyo-
rectum	recto-
respiration	pneumo-
science	-logy
skin	dermato-, derma-[3], -derma
skull	cranio-
specialist	-logist -iatrist[2], -iatrician[3]
stomach	gastro-
study	-logy
sugar	glyco-
surgical cutting	-tomy
surgical opening	-atomy
surgical removal	-ectomy
testicle	orchio-,orchido-[1]
throat	See larynx, neck pharynx, or trachea
trachea	tracheo-
tumor	-oma
under	hypo-, sub-[1]
urinary bladder	cysto-
urine	uro-; uri
vein, venous	phlebo-
water	hydro-
within	endo-, intra-[1]

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[1] Often.
[2] Occasionally.
[3] Rarely.
[4] Before any consonant but h or r.
[5] Before h or any vowel.
[6] Before r.

APPENDIX VI

DICTIONARY OF BOOKKEEPING TERMS

A

A. B. A. numbers--the identification numbers assigned to banks by the American Bankers Association.

abstract of accounts payable--a list showing the account titles and balances contained in the accounts payable ledger and the total of the balances.

abstract of accounts receivable--a list showing the account titles and balances contained in the accounts receivable ledger and the total of the balances.

acceptance--a term used to describe an accepted time draft.

account--a bookkeeping form that is used to sort and summarize the changes caused by transactions.

account balance--the difference between the two sides of an account.

account form of balance sheet--a balance sheet with the assets at left and the liabilities and proprietorship at the right.

account in balance--an account in which the debit and credit footings are equal.

accounting period--a time interval at the end of which an analysis is made of the information contained in the bookkeeping records. It is also the period of time covered by the profit and loss statement. It may be any length of time desired, but it is usually a month, three months, six months, or a year.

account sales--a special report that is prepared by the consignee and sent to the consignor to show the disposition of a consignment.

accounts payable account--the summarizing account in the general ledger for all accounts with creditors in the separate accounts payable ledger.

accounts payable ledger--a subsidiary ledger containing the individual accounts with creditors.

accounts receivable--amounts to be collected from customers.

accounts receivable account--the summarizing account in the general ledger for all accounts with customers in the separate accounts receivable ledger.

accounts receivable card--a punched card giving the customer's name or account number, or both, and the date and amount of the sale.

accounts receivable ledger--a subsidiary ledger containing the individual accounts with customers.

account title--the name given to an account.

accrual basis--a method of keeping accounts that shows expenses incurred and income earned for a given fiscal period, even though such expenses and income have not been actually paid or received in cash.

accrued expense--expense incurred but not yet paid.

Page 2 missing

authorized capital stock--the total amount of stock that a corporation is permitted by its charter to issue.

automated equipment--equipment that does recording and posting automatically from an original record.

automation--the use of automated equipment to replace some hand operations in business or industry.

B

bad debts--accounts receivable that cannot be collected.

bad debts collected--amounts previously written off as uncollectible that are subsequently collected; a financial income account that shows by its credit entries the collections of accounts that had been previously written off as uncollectible.

bad debts expense--the expense account to which the amount of loss on uncollectable debts is debited.

balance-column ledger--three-column ledger ruling that provides a debit column, a credit column, and a balance column. The balance column is used for showing the balance of the account after each entry has been posted.

balance sheet--same as "Statement of Financial Condition;" a financial report that presents a detailed picture of the financial condition of a business on a specified date; a formal statement that shows what an individual (or business) owns, what he owes, and what he is worth; a financial report that shows the nature and the amount of the assets and the liabilities and the amount of the proprietorship on a specified date.

balancing an account--the process of determining the balance of an account, writing it on the smaller side, totaling and ruling the account, and bringing the balance into the new section of the account below the double lines.

balance slip--an itemized list prepared daily of coin and paper money to verify the correctness of the cash register audit tape strip.

bank balance--the amount in a depositor's account after adding all deposits to the previous balance and subtracting the depositor's checks and service charges.

bank discount--interest charged in advance by a bank.

bank passbook--small book issued by the bank to a depositor in which the receiving teller records the date and amount of the deposit.

bank service charge--a monthly charge made by a bank when a depositor's balance is less than a fixed sum in order to compensate the bank for the expense of handling a small account.

bank statement--the report the bank makes to a depositor showing his deposits, his withdrawals, and his bank account balance.

bar graph--a graph with solid bars that shows clearly the comparisons of two or more amounts.

bill of lading--a special form of receipt issued to the shipper for goods delivered to the transportation company.

blank endorsement--an endorsement that consists only of the name of the endorser.

board of directors--a group of persons elected by the stockholders from their own number to manage the business of the corporation.

bond--an interest-bearing negotiable instrument representing a unit of a large loan.

bond sinking fund--an amount set aside anually for the retirement of a bond issue at maturity.

book inventories--records maintained so that they show a continuous inventory of such items as raw materials, goods in process, and finished goods.

bookkeeper--a person who records all the business affairs of a business in an orderly manner.

bookkeeping cycle--the entire bookkeeping process applicable to a fiscal period (journalizing, posting, preparing a trial balance, preparing financial statements).

bookkeeping equation--a one-line summary of the balance sheet in mathematical form. The fundamental bookkeeping equation is:
Assets = Liabilities + Proprietorship

bookkeeping machine--a piece of office equipment that will add, subtract, and carry forward balances.

book of final entry--a book to which information is transferred from a book of original entry. The ledger is a book of final entry.

book of original entry--a book to which transactions are recorded completely, one after another, in the order in which they occur. The journal is a book of original entry.

book value--the estimated present value of a fixed asset as shown by the records; the difference between the cost price of the fixed asset and the accumulated estimated depreciation (the debit balance of the fixed asset account minus the credit balance of the reserve adcount(; (of accounts receivable) the difference between the debit balance of Accounts Receivable and the credit balance of Reserve for Bad Debts; the value of a share of stock shown by the corporate books.

budget--an estimate of the income and expenditures for a future period of time, usually one year; a systematic estimate or plan for a future fiscal period of a business.

business liability--a debt that is incurred in the operation of a business.

business transaction--in business, any exchange of one value for another.

C

canceled checks--checks that have been paid by the bank during the month and returned to the depositor with the monthly bank statement.

capital assets--assets of a permanent, tangible nature, used in the operation of the business. They are otherwise known as fixed assets or permanent assets.

capital expenditures--expenditures for the original cost of fixed assets and expenditures that increase the value of fixed assets.

capital expenditures budget--an estimate of cash expenditures for purchases of new equipment or other fixed assets during a future fiscal period of a business.

capital stock--the total shares of ownership of a corporation.

capital stock subscribed--a temporary capital account that contains a record of capital stock subscribed for but not issued because the subscriptions have not been fully paid.

cash--the amount of money on hand and in the bank.

cash balance--the amount of cash on hand.

cash basis--a method of keeping accounts under which no entries are made for income until cash is actually received, and no entries are made for expenses until cash is actually paid.

cashbook--a book of original entry in which the cash receipts journal and the cash payments journal are brought together to form one book.

cash budget--an estimate of cash receipts and disbursements for a future fiscal period of a business; a budget in which the estimated expenditures for the coming year are allocated to the months in such a manner that the expenditures planned for any given month do not exceed the cash that will be available (from collections or borrowing) for that month.

cash discount--a deduction that the seller offers to allow on the amount of an invoice to encourage prompt payment by the purchaser.

cash item--a business form that is regarded as cash, such as a bank check, bank draft, money order, or certified check.

cash journal--a journal in which all cash transactions and only cash transactions are recorded.

cash method of handling purchases--the method of recording purchases only when they are paid by recording the invoice in the cash payments journal.

cash over--See cash short and over.

cash short and over--the variation of the cash on hand from the balance of the cash account or cashbook. If the cash on hand is more than the balance of the cash account or cashbook, the cash is over. If the cash on hand is less than the balance, the cash is short; the title of the account in which a record is kept of the variations of the cash on hand from the balance of the cash account or cashbook as revealed by the daily cash proof. The account is debited for all shortages in the cash and is credited for all overages.

cash payments journal--a special journal in which only cash payments are recorded.

cash receipts journal--a special journal in which all cash receipts, and only cash receipts, are recorded.

cash payments transaction--a transaction in which cash is paid.

cash register--a business machine that is used to provide an immediate record of each cash transaction; a business machine that provides quickly an immediate record of transactions. It also provides a convenient place for sorting and keeping the money used in daily transactions.

cash register totals--the daily totals for each type of transaction, such as cash sales, charge sales, receipts on account, and paid outs.

cash sale--one in which cash is received for the full amount at the time of the sale.

cash short--see cash short and over.

cash surrender value--the amount that may be received if a life insurance policy is canceled.

cash transactions--transactions in which cash is received or paid.

certificate of incorporation--a written application to the state for permission to incorporate.

charge customer--a customer to whom merchandise is sold on account.

charge sale--one in which merchandise is sold with the agreement that the amount is to be paid at some date later than that of the sale.

charter--a certified or approved copy of the certificate of incorporation that has been properly recorded.

chart of accounts--a list of account titles showing the arrangement of the accounts in the ledger and the number assigned to each account; a classified list of accounts used by a business as a guide in recording transactions.

check--a written order, signed by the depositor, authorizing a bank to pay cash from his account.

check register--the name frequently used to describe the from of the cash payments journal that is used with the voucher system.

check stub--that part of the check form that is bound permanently in the checkbook. It is used for retaining a record of the check that is attached to it.

checking account--an account with a bank that permits the depositor to withdraw cash by check.

chronological order--in the order of occurrence.

circle graph (or pie graph)--a graph in the form of a circle that is divided into pieces or sections that indicate proportions.

closed account--an account that has had its balance transferred to another account.

closing entry--an entry made at the end of a fiscal period to transfer the balance of one account to another.

closing the ledger--the process of recording the closing entries in the general journal, posting them to the ledger, and ruling and balancing the ledger accounts; the entire process of transferring the net profit or the net loss to the capital account.

C.O.D.--collect on delivery, meaning that the customer agrees to pay for merchandise at the time of delivery.

C.O.D. account--a general ledger account that is maintained to show the amount to be collected on C.O.D. sales. It is debited for all C.O.D. sales. It is credited for all C.O.D. collections and for all returned C.O.D. shipments.

C.O.D. delivery sheet--a form that is filled out daily to show the details and the totals of the C.O.D. sales, collections, and returns for the day.

C.O.D. purchases—purchases that are made with the understanding that the merchandise will be paid for at the time it is received.

C.O.D. sales—sales that are made with the understanding that the merchandise will be paid for at the time it is delivered.

collateral surety—commercial paper, such as stocks or bonds, which is placed with the lender as security for the payment of a loan.

collection agency—a business organized for the purpose of collecting accounts for other business.

collator—a machine that automatically merges punched cards for a master file.

collection docket—the record which an attorney keeps with clients who engage him to make collections for them.

collection expense—the expense incurred in the collection of notes, drafts, or accounts.

collection ratio—the ratio of receivables (accounts, notes, and interest) to net sales and indicates the efficiency of a business in collecting its accounts with customers.

columnar cash payments journal—a cash receipts journal in which special columns are provided.

columnar cash receipts journal—a cash receipts journal in which special columns are provided.

columnar general journal—a general journal in which special columns are provided.

columnar journal—a journal with special columns for the classification of transactions.

columnar purchases journal—a purchases journal in which special columns are provided.

columnar returned purchases and allowances journal—a returned purchases and allowances journal in which special columns are provided.

columnar returned sales and allowances journal—a returned sales and allowances journal in which special columns are provided.

columnar sales journal—a sales journal in which special columns are provided.

combination journal—a multi-column journal that combines several journals or all journals into one book of original entry.

combined cash journal—a combination of the cash receipts journal and the cash payments journal with one or more of the other journals.

combined cash journal—see combination journal.

combined entry—(compound entry) one that contains more than two bookkeeping elements. Such an entry may consist of two or more debits, or two or more credits.

commercial draft—a written order signed by one person or firm requesting another person or firm to pay a stated sum of money to a third party.

commission--a percentage of the selling price of a consignment that the consignee retains as the fee for his services.

commission merchant--a business that is established for the purpose of selling goods as the consignee for producers, merchants, and manufacturers.

common dividends payable--an account that contains a record of the amount owed to the common stockholders for dividends.

common language machines--office machines that can communicate with each other through the medium of punched paper tape or cards.

common stock--that part of the capital stock that does not have special preferences or rights. If a corporation has only one kind of stock, it is known as common stock.

comparative balance sheet--a balance sheet that shows information for more than one fiscal period.

comparative profit and loss statement--a profit and loss statement that shows information for more than one fiscal period.

comparative reports--financial reports that show the figures for more than one fiscal period.

compound entry--see combined entry.

comptroller--the official of the business whose approval of the payment of a voucher must be obtained before the check may be issued.

conditional sales contract--an installment contract which stipulates that title to the property referred to in the contract shall not pass to the purchaser until the price is fully paid in cash.

consignee--one with whom a shipment of goods is placed to be sold for the owner (consignor).

consignment--a shipment of goods that is placed by the owner (consignor) with another (consignee) to be sold for the owner.

consignment ledger--a subsidiary ledger containing the individual accounts with consignors.

consignment sale--a sales transaction completed by a consignee whereby goods are sold for a consignor.

consignor--the owner of goods sent to a consignee.

contingent liability--a liability that does not actually exist at the time of preparing a balance sheet but that may materialize upon the happening of some event.

contra balances--balances in accounts that are the opposite of the normal balances of such accounts (as an account payable with a debit balance).

controlling account--a general ledger account that summarizes all the accounts in a subsidiary ledger.

cooperative--a type of business enterprise that is owned by its customers.

copyright--a special license issued by the Federal government that insures to authors and publishers the exclusive right to publish written works or trademarks for a period of twenty-eight years.

corporation--a form of business organization that may have many owners with each owner liable only for the amount of his investment in the business. It is an artificial person created by state or Federal law. As defined by the Supreme Court of the United States, a corporation is "an artificial being, invisible, intangible, and existing only in contemplation of law."

correcting entries--entries made in the general journal to correct errors in two or more ledger accounts.

cost of merchandise sold--the result obtained by subtracting the ending merchandise inventory from the sum of the beginning merchandise inventory and the net purchases for the month.

cost sheet--a special sheet containing space for recording the detailed costs of each production order.

Cr.--the abbreviation for credit.

credit--an amount that is to be recorded on the right-hand side of an account.

credit balance--the amount by which the right side of an account exceeds the left side.

credit amount column--the right-hand side of an account or journal column.

credit entry--an entry that is placed on the right-hand side of an account.

credit footing of an account--the columnar total that is written at the foot of the credit money column in the account.

credit for dependents--an exemption that is allowed for each minor child under eighteen years of age and, in certain cases, for others who are dependent upon the taxpayer for their chief support. The amount of this exemption is subtracted from the taxpayer's net income in the computation of the income tax.

credit memorandum--a special business form that is issued by the seller to the buyer and that contains a record of the credit which the seller has granted for returns, allowances, overcharges, and similar items.

creditor--one from whom merchandise is purchased on credit or on account.

credit side--the right-hand side of an account.

cumulative preferred stock--preferred stock that accumulates the claim for unpaid dividends from year to year.

current assets--assets that are in the form of cash or that can be converted into cash within a short period of time, usually less than one year.

current liabilities--liabilities that are to be paid within a relative short time, usually within a year.

current ratio--the ratio of current assets to current liabilities, indicating the ability of a business to pay its current liabilities in cash as they fall due.

customer--a person or firm to whom a business sells merchandise.

customer master file--a file of accounts receivable punched cards.

D

data processing--any handling of figures to provide desired information.

daily memorandum record--a record of a doctor or a dentist showing the names of the patients served on each day, the nature of the services rendered, the charges to the patients' accounts, and the cash collections from the patients.

date--the time at which a transaction or event takes place. It is indicated by specifying the year, the month and the day.

date of acceptance--the date on which a time draft is honored, or accepted.

date of draft--the date on which a draft is drawn.

date of payment of dividends --the date on which declared dividends are payable.

date of record of dividends--the date on which the recorded names of stockholders are listed for dividend payments.

date of the note--the date of issue.

debit--an amount that is to be recorded on the left-hand side of an account.

debit amount column--the left--hand side of an account or journal column.

debit balance--the amount by which the left side of an account exceeds the right side.

debit entry--an entry that is placed on the left-hand side of an account.

debit footing of an account--the columnar total that is written at the foot of the debit money column in the account.

debit side--the left-hand side of an account.

debtor--one to whom merchandise is sold on account.

decreases--subtractions from an amount. Decreases are credits to asset accounts and debits to liability accounts or the proprietorship account.

deductible items--items that the taxpayer may subtract from his gross income.

deferred charges--assets that will be consumed within a short period of time through use; supplies and services purchased that will be consumed in the operation of the business.

deferred consignment expenses--expenses recorded by a consignor that apply to consigned goods that will be sold in a future fiscal period.

deferred credits--incomes that have not been earned but for which cash has been collected.

deferred gross profit on installment sales--the gross profit on installment sales that will not be realized until a future fiscal period.

deficit--a title sometimes used in corporation accounting systems to indicate a net loss and the title of an account to which this may be charged.

depletion—the decrease in the value of a wasting asset because of exhaustion or consumption.

depositor—one in whose name cash is deposited.

deposit ticket—a business form on which the depositor lists all the items that he wishes to deposit in the bank.

depreciation—the constant decrease in the value of fixed assets because of wear, the passage of time, and obsolescence.

detailed audit strip—the paper tape on which there is automatically printed a record of each transaction entered on the cash register.

digital computer—an electronic computer that deals with alphabetic letters and with numbers.

direct labor—the amount of the wages paid to employees whose time may be charged to specific finished products.

disbursement voucher—a standard order for making payments.

discounted—a term used when interest on a note is taken in advance.

discounting a note receivable—selling a note receivable to a bank or to someone else.

discount on purchases—a cash discount taken by the buyer.

discount on sales—a cash discount granted by the seller.

dishonor—to refuse to accept or to pay;—said in respect of a draft, bill, check, or note.

dishonored check—a check that a bank refuses to pay.

dishonored note—a note that the maker refuses or is unable to pay when it is due.

divided-column journal—a journal in which the debit amount columns are at the left of the account titles and explanation column and the credit amount columns are at the right of the account titles and explanation column.

dividend—that portion of the earnings to be distributed to stockholders.

donated surplus—a capital surplus account that contains a record of the par value of donated stock that is in the treasury of the corporation and of the proceeds from donated stock that has been sold.

dormant partner—one who is not known to the public as a member of the firm and who does not take an active part in the management of the business.

double-entry bookkeeping—that system of bookkeeping under which both the debit and the credit elements of each transaction are recorded.

double posting—the posting of a debit amount or a credit amount to two accounts.

down payment—the cash payment that the purchaser or merchandise sold on the installment plan is required to make at the time of the sale.

Dr.—the abbreviation for debit.

drawee—the person who orders the bank to pay cash from his account.

drawing account--an account with the proprietor or with each partner in which a record is kept of the temporary changes in the proprietor's or each partner's capital, due to withdrawals, profits, and losses.

E

earned income credit--a percentage of the individual taxpayor's earned income which he may subtract from his net income in the computation of his income tax.

earned surplus--the undistributed corporation profits resulting from the regular operations of the business.

electronic computer--a common term used to describe the digital computer that can be used for record keeping and accounting purposes.

employment taxes--taxes based on the wages and salaries of employees.

endorsement--the signature on a negotiable instrument or the stamp on a check that transfers tolls to the instrument or check.

endorsement in full--an endorsement that states on whose order the check is to be paid, together with the name of the endorser.

endorser--one who signs his name to a note, a check, or other similar instrument for the purpose of transferring it to another person.

endorsing--the act of signing a note, check, or other similar instrument for the purpose of transferring it to another person.

entry--each record in a journal.

equipment--such fixed assets as display cases, desks, typewriters, adding machines, and cash registers.

equity--the value of a claim that an individual or a business may have against an asset or a group of assets.

estimated balance sheet--an estimate of the assets, liabilities, and proprietorship at the end of a future fiscal period.

estimated profit and loss statement--an estimate of the income, expenses, and net profit for a future fiscal period.

exemption--an amount of money on which a person does not have to pay income tax.

expense--any decrease in proprietorship resulting from the operation of a business.

expired insurance--the cost of insurance premiums, the benefit of which the business has received during the fiscal period. It represents an expense for the period.

explanation--a clear, concise, and complete description of a transaction.

express C.O.D. envelope--a special envelope, supplied by the Railway Express Agency, that the shipper attaches to a C.O.D. express shipment after inserting in the envelope the original copy of the sales invoice.

-F-

face of the note--the amount stated on the note. It is also known as the principal.

factory supplies--supplies needed for general use in the factory.

Federal income tax return--a blank on which the details concerning the gross income, deductions, and credits of an individual or corporation are reported to the Federal government.

Federal unemployment tax--a social security tax paid only by the employer and used by the Federal government to assist the states in paying persons who are temporarily unemployed.

fees--charges made for services rendered.

FICA Tax--a social security tax paid to the Federal government by both employees and employers for use in paying old age, survivors, and disability insurance. (This tax is frequently known as OAB tax or old-age benefits tax.)

finance company--one that specializes in the purchase of installment contracts from merchants who sell merchandise on the installment plan.

finished goods--goods that have gone through the manufacturing process and that have been made ready for sale.

finished goods inventory--an inventory representing the total cost of finished products that are on hand in the stock room.

finished goods journal--a book of original entry that contains a record of the total cost of each job completed.

fiscal period--the period of time for which an analysis of the operations of the business is made.

fixed assets--same as "Plant and Equipment;" assets that will be used for more than one fiscal period in the operation of a business.

fixed assets register--a record (book, card, or sheet) that contains the details of the cost price and the depreciation of the fixed assets.

fixed liabilities--same as "Long-Term Liabilities;" debts that do not have to be paid for a number of years in the normal operation of the business. An example is Mortgage Payable.

folio column of the account--the column that provides space for writing the number of the journal page from which the entry in the account has been posted.

footings--small pencil totals.

forwarding--a procedure used to carry forward information from one page to another in an account or journal. Usually only the totals are "carried forward" and are so labeled.

fundamental bookkeeping equation--assets equals liabilities plus proprietorship.

-G-

gain on fixed assets--income that results when a fixed asset is sold for more than its book value.

general journal--usually a two-column journal that may be used in recording all types of transactions.

general ledger--the ledger that contains all the accounts needed to make the income statement and the balance sheet.

going concern--an enterprise that is already established and engaged in business.

goods in process--goods in the factory on which some operations have been performed but that have not been completed.

goods in process inventory--an inventory representing the total cost of uncompleted products on which some operations have been performed that are on hand in the factory.

goodwill--an intangible asset that represents the difference between the book value of a business and its purchase (or sale) price when the latter is greater than the book value; an asset representing the value of the proprietorship of a business in excess of the amount of proprietorship appearing on the books; the amount by which the price that a corporation pays for the assets of a business exceeds the proprietary interest of the owners.

graph--a chart that is used to show mathematical figures in diagrammatic form.

gross income--the total taxable income.

gross profit on sales--the amount by which the net sales exceeds the cost of the merchandise sold.

H

honored--a term, when it refers to a draft or a note, meaning that the paper was either accepted or paid.

horizontal bar graph--a bar graph on which the bars are plotted horizontally.

I

immediate record--a business paper prepared at the time of a transaction that describes a transaction.

in balance--term meaning that the total of the debits is the same amount as the total of the credits.

income--an increase in proprietorship resulting from the operation of the business.

income and expense summary--the account to which the balances of all income and expense accounts are transferred at the end of each fiscal period.

income statement--the report showing the income, the expenses, and the net income or net loss.

increases--additions to an amount. Increases are debits to asset accounts and credits to liability accounts or the proprietorship account.

indirect labor--the amount of the wages paid to employees who work in the factory but whose time may not be charged to specific finished products.

input--any acceptable means of presenting information to an automated machine.

input media--records from which an automated machine can read information as data.

installment accounts receivable--the title of the controlling account in the general ledger that controls the installment ledger.

installment contract--a contract that sets forth the conditions of an installment sale and the payments on it.

installment ledger--a special ledger in which are kept the accounts with customers who purchase merchandise on the installment plan.

installment sales--sales that are made on terms by which the customer pays part of the selling price at the time of sale and signs a written contract covering the settlement of the balance in periodic payments.

intangible asset--an asset of an intangible nature that benefits the business for several fiscal periods; an asset of an immaterial, nonphysical nature that adds value to the business only as a going concern.

interest--the amount paid for the use of money.

interest-bearing note--a note in which the maker has agreed to pay the face of the note with interest.

interest expense--the expense incurred for interest on any debt.

interest income--the income realized from interest on any claim against others.

interest payable--a liability representing accrued interest owed by the business.

interest rate--a percentage that expresses the relationship between the interest for one year and the principal.

interest receivable--an asset representing accrued interest to be collected.

inventory sheet--a form that shows the quantity, description, unit price, and total value of each unit of merchandise in stock.

invoice--a business form listing goods sold, the method of shipment, and the cost of the items.

invoice (approved)--an itemized statement already checked for accuracy, carrying the signature of the proper person authorizing payment.

issue value--the value of a share of stock at which it is issued by the corporation.

J

job cost ledger--a ledger containing all the cost sheets for the various jobs in process.

journal--a book in which any of the records of a business are first written.

journal entry--the record of a transaction in any journal.

journalizing--the process of recording a transaction in a journal. It consists of two steps: (a) the mental process of determining the debits and the credits, and (b) the recording of the entry in the journal.

L

ledger--a group of accounts (usually all the accounts).

legal fees--amounts charged to or collected from clients for legal counsel or services.

liability--an amount that is owed.

limited partner--one whose liability for the debts of the firm is limited.

line graph--a graph that uses a single line to indicate increases and decreases in an item from one period to another.

liquid assets--cash and other assets that in the normal operation of a business will be converted into cash in a reasonable length of time, usually within a year. They are also known as current assets or floating assets.

liquidation--the process of paying the liabilities of a business, selling the assets, and distributing the remaining cash to the owner or owners of the business.

livestock purchased cost--the amounts paid for livestock that is purchased for the purpose of resale within a few weeks or months.

livestock purchased sales--the amounts received from the sale of livestock that was purchased for the purpose of resale.

long-term liabilities--same as fixed liabilities.

loss on bad debts--an expense that results from failure to collect amounts due from charge customers.

loss on fixed assets--a term applied to the loss, or expense, that results when the book value of a fixed asset is greater than the actual value at the time the asset is sold.

loss on sale of assets--an expense account used for recording losses that result when assets are sold for less than the book value.

M

magnetic ink character reader--a machine that can read and use information that has been properly printed in magnetic ink.

maker--the person who signs a promissory note, agreeing to pay.

making a deposit--placing cash with a bank.

manufacturing budget--an estimate of the manufacturing costs for a future fiscal period.

manufacturing statement--a special statement that is prepared to give detailed information about the cost of the goods manufactured.

market value--the value of a share of capital stock or merchandise at which it may be sold by a stockholder.

maturity date--the date on which the note is due.

maturity value--the amount that must be paid on the date the note becomes due.

membership record--one that lists the names of all the members of an organization and shows the dues that each has paid to the treasurer.

memorandum entry--an entry that records information that is not to be posted.

merchandise--goods carried in stock for sale.

merchandise inventory--the value of the merchandise on hand.

merchandise received for produce--a special income account. (The Federal income tax law provides that merchandise received in exchange for farm produce shall be reported as an income item separate from produce sales, thus necessitating this special account.)

merchandise turnover--the number of times that a business buys and sells a stock of goods during a year.

MCR--an abbreviation for magnetic ink character recognition. Magnetic ink numbers are used to process bank checks automatically.

minus asset--a term applied to the amount that must be subtracted from the original value of an asset in order that the present value of the asset may be known.

minus income--an amount that is to be deducted from the balance of an income account.

minute book--a book in which is kept a record of the proceedings of stockholders' meetings and board of directors' meetings.

miscellaneous entries--entries that cannot be recorded in a special journal.

mixed accounts--accounts whose balances are part asset and part expense or part liability and part income.

monthly summary--a form similar to the cash journal to which the footings in the cash journal are transferred at the end of each month. The columns in the monthly summary are exactly the same as the columns in the cash journal, except that one additional column is provided for the cash balance.

N

net cost of merchandise pruchased--the net amount of purchases plus Transportation of Purchases.

net decrease in capital--when the withdrawals exceed the net profit, the net profit is subtracted from the withdrawals and this difference is called net decrease in capital.

net income--the amount of the difference if the income is larger than the expenses.

net income from operations--in order to distinguish between income that comes from the regular operations of the business and income that does not, the net income obtained when the Total Operating Expenses are subtracted from the Gross Income on Sales is called Net Income from Operations.

net loss--the amount of the difference if the expenses are larger than the income.

net profit--see net income above.

net purchases--the gross amount of purchases less the amount of the returned purchases.

net sales--the gross amount of sales less the amount of the returned sales.

nominal partner--one who represents himself or permits others to represent him to the public as a partner, but who in reality is not a partner.

non-interest-bearing note--a note in which the maker is not required to pay interest.

nonoperating expenses--decreases in the proprietorship of a business that are incurred through the financial control of the business. They are also known as financial expenses, nonrecurring expenses, or other expenses.

nonoperating income--an increase in the proprietorship of a business that is derived from gains through the financial control of the business. It is also known as financial income, nonrecurring income, or other income.

no-par value--having no face value.

no-par-value stock--stock that does not have a value for each share printed on the stock certificate.

"no sale" transaction--a term used to show that the cash register was operated for some other purpose than to record a sale or to make a payment.

notes payable--promissory notes issued to creditors.

notes payable register--a special book in which a detailed record of all notes and acceptances payable may be recorded.

notes receivable--promissory notes received by the business from its customers.

notes receivable register--a special book in which a detailed record of all notes and acceptances receivable may be recorded.

O

obsolescence--the decrease in value caused by changes in models and new inventions that render fixed assets out of date.

old-age insurance benefits--annuities or pensions, paid to employees who have been taxed under the Social Security Act.

opening an account--getting an account ready for use.

opening an account in the ledger--writing the account title on the heading line of the ledger page reserved for the account.

opening a ledger--getting a complete ledger ready for use.

opening entry--an entry that is made in the general journal to record the assets, liabilities, and proprietorship of a new business at the time the business is organized, or of a going concern at the time a new set of books is opened; the first entry that is made in opening a new set of books. It is recorded in the general journal and presents a complete record of the assets, the liabilities, and the proprietorship as of the date of the entry.

operating expenses--decreases in the proprietorship of a business that are incurred in carrying on the normal operations of the business; any expenses incurred, other than the cost of goods sold, in conducting the normal operations of the business.

operating income--the increases in the proprietorship of a business that are derived from the principal operations of the business.

order bill of lading--a special form of bill of lading that is used in C.O.D. freight shipments. It is negotiable and is good only to the person in whose favor it is drawn or the person to whom it is endorsed.

order blank--a printed form furnished by the seller to the buyer for the buyer's use in ordering merchandise.

organization expenses--costs of organizing a corporation, such as the incorporation fee and attorneys' fees.

ostensible partner--one who is openly recognized by the public as a partner.

other expense--an expense not considered to be one of the regular operating expenses of a business.

output--the result or information given by an automated machine.

outstanding check--a check that has been issued but not presented to the bank for payment.

overabsorbed overhead--the excess of the extimated overhead charged to the goods in process over the actual overhead in a manufacturing business.

overhead--the expenses other than raw materials and direct labor that are incurred in the manufacturing process.

P

paid invoices file--an alphabetic file for paid invoices.

parcel-post C.O.D. tag--a special tag, supplied by the Post Office Department, that the shipper attaches to a parcel-post C.O.D. shipment. It shows the customer's name and address and the amount to be collected on delivery.

participating preferred stock--preferred stock that has the right to share with the common stock in profits above a fixed amount.

participation dividends--earnings of a cooperative that are distributed to each member in proportion to the amount of investment in the cooperative.

partner--a person who is a member of a partnership; one who has entered into a verbal or written agreement with one or more persons to operate a business.

partnership--a form of business organization in which two or more persons combine their property or their skill, or both, in one venture and agree to share in the profits or the losses of the business.

par value--the value of a share of stock printed on the stock certificate; the face value of each share of stock is stated in the corporation charter and on each stock certificate.

par-value stock--stock that has been assigned a definite value and the value is printed on the stock certificates.

passbook--a small book, supplied to the depositor by the bank, in which the receiving teller enters the amount and date of each deposit. Each entry in the passbook is the depositor's receipt for a deposit.

patent--a special license issued by the Federal government that insures to an inventor the exclusive right to manufacture his invention for a period of seventeen years.

patients' receivable ledger--a ledger containing a dentist's or a physician's accounts with his patients.

patients' receivable summary--a supplementary record form of a dentist or a physician to which the accumulated totals of the daily memorandum record sheets are posted at the end of each week and at the end of the month for the purpose of providing a proof of the posting to the patients' receivable ledger.

payee--the person or firm to whom a promissory note or a check is payable.

payroll--a special business form listing all employees entitled to pay for a certain period, with the amounts due each.

payroll clerks--in large businesses, office workers who spend all or most of their time keeping payroll records. In smaller businesses the bookkeeper usually keeps the payroll records.

payroll taxes--taxes based on the wages and salaries of employees. They are also known as employment taxes.

pencil footings--columnar totals that are written in small pencil figures at the bottom of money columns. In a journal, pencil footings are used to prove the equality of debits and credits in the money columns.

pensions--stated allowances made by the government or a business organization to those who have retired from service.

peg board system--a standardized system of manual accounting (also called writing board or accounting board.)

percentage bar graph--a bar graph in which each bar, representing 100 per cent, is divided to indicate the proportions of the items that make up the total. For example, a bar representing total income may be divided into percentage proportions to indicate cost of merchandise sold, operating expenses, financial expenses, Federal income taxes, and net income.

perpetual inventory--(book inventory) an inventory record that shows changes in amounts on hand as the changes occur.

personal asset--an asset that is owned for personal use.

personal exemption--an amount determined by the taxpayer's status as a single person, married person, or head of a family which he may subtract from his net income in the computation of his income tax.

personal surety--a person who agrees to be financially responsible for the debt of another person.

petty cash book--a memorandum book for keeping a record of, sorting, and summarizing the miscellaneous small cash payments paid out of a special office fund rather than through the regular checking account.

petty cash fund--a small fund of cash that is kept on hand to provide the money needed for making small payments or for making change at the beginning of the day.

petty cash record--a term used to describe the classified record that is kept of payments made by cash in situations where it is the practice to deposit all cash receipts in the bank and to make all major disbursements by check.

petty cash voucher--a written form that provides an immediate record of a petty cash payment.

physical inventory--an actual acount of items on hand.

physician's case record--a record sheet for each patient which contains a complete case history of the patient.

pictorial graph--a graph that makes use of pictures, drawings, or cartoons to make the figures or proportions more interesting.

plant and equipment--same as "Fixed Assets."

pocket memorandum book--a small book that one carries with him for making a pencil notation of the nature and the amount of each transaction at the time it occurs.

post-closing trial balance--a trial balance taken after the closing entries have been posted and the accounts have been ruled.

posting--the process of transferring journal entries to the ledger.

posting reference column of the journal--the column that provides space for writing the number of the ledger page to which a debit or a credit amount in a journal entry has been posted.

preferred stock--that part of the capital stock that has some special rights or preferences.

prepaid insurance--the cost of insurance premiums paid in advance, the benefits of which have not yet been received by the business.

prepaid transportation charges--transportation charges paid at the shipping point by the person who is sending the shipment.

present capital--the proprietorship at the end of the fiscal period.

principal--the amount of money borrowed; the unpaid balance of a loan.

proceeds--the amount that the borrower receives for a note when it is sold to a bank or individual at a discount.

professional fees--amounts charged to or collected from clients for services rendered in a licensed field or profession (Dentist, Doctor, etc).

profit and loss statement--see income statement.

profit and loss summary account--income and expense summary account.

profit on fixed assets--a term applied to the profit that results when the book value of a fixed asset is less than the actual value at the time the asset is sold.

promissory note--an unconditional written promise to pay a fixed amount of money at a definite time. It is signed by the person or persons agreeing to make the payment.

proprietorship--ownership. Its value is measured by the difference between the total value of the assets and the total amount of the liabilities. It represents the owner's equity in his assets.

proving cash--determining that the amount of cash on hand agrees with the bookkeeping records.

provision for Federal income taxes--a current liability account that contains a record of the estimated amount to be paid to the Federal government for income taxes.

purchase allowance--a credit received by the buyer, often because of inferior or damaged merchandise.

purchase invoice--a formal business paper prepared by the seller and delivered to the buyer that tells the buyer what has been sent, and when it was sent, and the total cost of the purchase.

purchase on account--a transaction in which merchandise is bought with an agreement that it is to be paid for at a later date.

purchase order--a business form prepared by the buyer that describes the merchandise to be purchased.

purchases--the account used to record all purchases of merchandise in a merchandising business.

purchases account--an account in the general ledger where the total purchases for the month as shown in the purchases journal are recorded as debits.

purchases budget--an estimate of the purchases that will provide for the anticipated sales of a future fiscal period.

purchases journal--a special journal for recording purchases of merchandise on account. (Also called purchases book and purchase register.)

purchases return--the credit received by the buyer because merchandise is returned to the seller.

Q

quick assets--cash and other assets that can be readily converted into cash.

quick ratio--the ratio between the quick assets and the current liabilities.

R

rate of estimated depreciation--the annual depreciation of a fixed asset expressed as a percentage of the cost price; a percentage obtained by dividing the annual depreciation of a fixed asset by the original cost.

ratio--the relationship of one item to another item.

raw materials--articles that are either changed in form or united with other articles in a manufacturing business to become a part of the finished products of the factory.

raw materials inventory--an inventory representing the total cost of materials that are on hand in the storeroom of a manufacturing business.

receipt book--a bound book of blank receipt stubs with detachable blank receipts.

reconciling the bank statement--the process of bringing into agreement the bank balance as shown on the bank statement and the balance as shown on the check stub.

repossessed installment sales--the title of the general ledger account in which the returned installment sales are recorded.

report form of balance sheet--a balance with the assets, the liabilities, and the proprietorship in a vertical arrangement.

repossession--the process of taking back merchandise sold on the installment plan on which payments have not been completed.

requisition journal--a special journal in which a record is made of each stores requisition honored by the stores clerk in a manufacturing business.

reserve for bad debts--same as "Allowance for Bad Debts."

reserve for depreciation--same as "Allowance for Depreciation."

restrictive endorsement--an endorsement that limits the receiver of the check as to the use he may make of the funds collected.

retained earnings--the amount earned by a corporation and not yet distributed to stockholders. (Also called "earned surplus, "retained income," "accumulated earnings.")

retirement of partners--the withdrawal of partners from a partnership.

returned purchases--items of merchandise that the business has returned to the creditors from whom the merchandise was purchased.

returned sales--items of merchandise that the customers of the firm have returned for credit.

revenue expenditures--those expenditures that do not increase the value of the fixed assets but that are necessary to maintain the assets in an efficient operating condition.

reversing entries--general journal entries made at the beginning of a new fiscal period to reverse the adjusting entries that were recorded at the end of the preceding period.

S

sale on account--sales that are made with an agreement that the amount is to be paid at a later date. (Also called charge sale or a sale on credit.)

sales--a bookkeeping term that refers to all merchandise sold.

sales allowance--a credit allowed to a customer, often because of inferior or damaged merchandise.

sales budget--an estimate of the income from sales for a future fiscal period.

sales invoice--a business form prepared by the seller that lists the goods that are to be shipped to the customer.

sales journal--a special journal in which all sales of merchandise on account are recorded.

sales on account--sales that are made with the agreement that the amount in each case is to be paid at some date later than that of the sale.

sales quota--a statement of the amount of sales that each salesman, supervisor, and branch manager is expected to complete during a future fiscal period.

sales return--the return to the seller of goods previously sold to a customer.

sales slip or sales ticket--a business form that shows all details about a sale.

sales tax--a tax on sales that the seller collects from customers and pays to the state or Federal government.

savings account--an account with a bank on which a bank pays interest to the depositor.

schedule of accounts payable--a list showing the balance owed to each creditor and the total amount owed to all creditors.

schedule of accounts receivable--a list showing the account titles and the balances in the accounts receivable ledger.

schedule of farm income and expenses--a special form, showing the details of the farm income and expenses and the resulting net farm profit, which the farmer must fill out and attach to his Federal income tax return.

school treasurer--the school faculty member who is director of the student activities office.

school treasurer's fund--the title of the account that is set up to take care of all income and expenditures resulting from the operation of the school activities office.

secret partner--one whose membership in the firm is not known to the public, although he may have an active part in the management of the business.

self-balancing subsidiary ledger--a subsidiary ledger from which a trial balance may be taken.

selling expense budget--an estimate of the cash expenditures that will be required for the expenses of the sales activities of the business during the budget period.

sensing--a term that describes the reading of information from input media by an automated machine.

service charge--(bank service charge) an amount that the bank charges to the depositor each month to cover the cost of the clerical work and supplies connected with handling the depositor's account.

shares--the units into which the ownership of a corporation is divided.

sight draft--a commercial draft payable upon presentation.

signature card--a card that a depositor signs to provide the bank with a copy of his authorized signature.

silent partner--one who is known to the public as a member of the firm but who does not take an active part in the management of the business.

simplified invoice form--a form of invoice that conforms to the standards recommended by the National Bureau of Standards and the National Association of Purchasing Agents.

single-entry bookkeeping--a system of bookkeeping in which only the debit part or only the credit part of a transaction is recorded.

single -ledger system of accounts--a system of accounts in which all the accounts are contained in one ledger.

Social Security Act--the Federal law under which taxes are imposed to provide funds for old-age insurance benefits and grants to states for the administration of unemployment compensation.

social security card--a small card issued by the Social Security Board to each employee who comes under the provisions of the Social Security Act. It shows the employee's name, his permanent identification number, his signature, and the date of issuance.

social security taxes--a general term that is used to refer to taxes imposed under the terms of the social security laws.

solid area graph--a bar graph in which the bars are joined together so that comparisons may be made more conveniently.

sorter--a machine that automatically groups all punched cards of a similar kind and arrnages them in numerical or alphabetical order.

special column--a special column used in the journal to save labor. It has as its heading the title of an account in the ledger. It is used whenever an account in the ledger is debited or credited frequently during the month.

special journal--a book of original entry in which transactions of only one kind are recorded.

special partner--the same as a limited partner and is one whose liability for the debts of the firm is limited.

standard ledger ruling--two-column ledger ruling that provides a debit money column at the left of the center of the page and a credit money column at the extreme right.

state employment tax--a tax paid to the state, usually by employers only, for use in paying persons temporarily employed.

statement of account--a business form that shows the charges to a customer's account, the amounts credited to his account, and the balance of his account.

statement of financial condition--same as "Balance Sheet Statement."

statement of income and expenses--a summary report which shows the amount and sources of the income, the amount and kind of each expense, and the net increase in proprietorship.

stock certificate--the printed evidence of a stockholders' ownership in a corporation.

stock certificate book--a book of blank stock certificates.

stockholders--persons owning one or more shares of the capital stock of a corporation.

stockholders' ledger--a subsidiary ledger that contains detailed information about the stock owned by each stockholder.

stock ledger--a ledger containing an account with each type of product manufactured.

stock transfer book--a special journal that is used to record transfers of stock. Its entries are posted to the stockholder's ledger.

stop payment--to request the bank on which a check is drawn to refuse to pay the check when it is presented for payment (also applies to stopping payment on money orders or other similar negotiable instruments).

stores ledger--a ledger containing an account with each item of raw material.

stores requisition--a special form showing an itemized list of raw materials to be withdrawn from the storeroom for use in the factory.

straight-line method--a method of calculating depreciation that distributes the total amount of the estimated depreciation over the probable life of the fixed asset in equal annual installments.

subscribers--persons who promise to buy stock to organize a corporation.

subscribers' ledger--a subsidiary ledger that contains all information about the subscriptions and the payments of each subscriber.

subscription book--a book consisting of the subscription blanks that have been turned over to the bookkeeper. It contains the information that serves as a basis for recording the subscriptions receivable in the general journal.

subscription cash record--a memorandum cash record of down payments and installment payments received from subscribers to capital stock.

subscription list--an agreement signed by subscribers indicating the amount of stock that each subscriber has agreed to purchase.

subscriptions receivable--a current asset account that shows the amount to be collected from subscribers to capital stock in a corporation.

subsidiary ledger--a ledger that is summarized in a single account in the general ledger.

summarizing entry--an entry in journal form that is written below the footings in a columnar journal to show that the debits and the credits are equal.

supporting schedules--additional lists of facts or financial reports that are used with the balance sheet or profit and loss statement as supplementary reports.

surplus--same as "Retained Earnings;" the title of the account that summarizes the changes in the proprietorship of a corporation; surplus plus proprietorship is the net worth; undivided profits.

T

"T" account--a form of ledger account that shows only the account title and the debit and credit sides.

taking inventory--the process of ascertaining the present value of the merchandise on hand.

temporary proprietorship accounts--income, cost, and expense accounts that are summarized at the end of each fiscal period so that the net profit may be transferred to the permanent proprietorship accounts through the profit and loss summary account.

terms of sale--the understanding arrived at between the buyer and the seller as to payment for merchandise.

thirty days after date--phrase meaning that the amount is due for payment on a time draft thirty days after the date of the draft.

tickler file--a card record of invoices arranged according to their due dates; a card file of things to be done, arranged chronologically according to the dates on which the items should receive attention.

time draft--one that is payable a certain number of days after the date of the draft or after the date of acceptance.

time of the note--the number of days or months from the date of issue to the date of maturity.

trade acceptance--a written promise drawn by the seller of merchandise at the time of sale and signed by the purchaser.

trade discount--the deduction from the list prices.

transplacement--(or a slide) an error caused by moving all the digits of an amount to the right or the left without changing the order of the digits.

transportation on purchases--the cost of all transportation charges on merchandise purchased.

transposition--an error caused by the interchanging of digits in an amount.

treasurer--one who handles the financial transactions of an organization.

treasury stock--stock that has been issued and that is later reacquired by the corporation.

trial balance--the proof of the equality of the debits and the credits in the ledger.

trial balance footings--the columnar totals written at the foot of the debit and credit money columns on a trial balance.

trial balance in balance--the two totals of the trial balance are equal.

trial balance of balances--a list of account titles showing the balance of each account in the ledger.

trial balance of totals--a list of account titles showing the debit total and the credit total of each account in the ledger.

trial balance out of balance--the two totals of the trial balance are not equal.

U

uncollectible accounts--accounts with charge customers who will not or cannot pay what they owe.

underabsorbed overhead--(for a manufacturing business) the excess of the actual overhead over the estimated overhead charged to the goods in process.

unemployment compensation--compensation available under certain circumstances for those who are unemployed and who are unable to obtain employment.

unpaid vouchers file--a file containing all the unpaid vouchers. The unpaid vouchers are usually arranged in the order of their due dates.

V

valuation account--an account that is used on the balance sheet in calculating the present value or book avlue of an asset account to which it is related; a reserve account.

verifying the extensions--proving multiplication and addition on a purchase invoice.

vertical bar graph--a graph in which the bars are plotted vertically.

voiding a check--writing the word "void" across the face of the check and the stub to indicate that the check and the stub are not to be used.

voucher--a business form that provides written authority for a bookkeeping transaction.

voucher check--a check that contains on its face a brief summary of the voucher to show the purpose for which the check is issued.

voucher clerk--a clerk who prepares the vouchers of a business that uses the voucher system.

voucher register--a special book of original entry in which all the vouchers of a business using the voucher system are recorded.

vouchers payable--a general ledger account that provides a summary of all the unpaid bills of a business using the voucher system. It is in the nature of a controlling account, as it provides a check upon the sum of the vouchers in the unpaid vouchers file.

voucher system--a method of controlling expenditures through the use of approved vouchers.

W

wasting assets--fixed assets, such as standing timber and mineral deposits, that decrease in value because of the exhaustion or depletion of the resource.

withdrawals--assets taken out of the business by the proprietor for his personal use.

working trial balance--a bookkeeping device for arranging and classifying the trial balance items in terms of the financial reports to which they apply.

work sheet--analysis paper that provides for the sorting and the interpreting of the trial balance on a single sheet of paper.

write-it-once principal--the procedure of using carbon paper or other means of producing more than one copy with only one writing.

written off--term meaning that a customer's account that is considered uncollectible is closed by transferring its balance to Reserve for Bad Debts.

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APPENDIX VII

SAMPLE VOCABULARY TEST QUESTIONS

Name____________________ Date__________ Class____ Teacher__________________

1. Flexible means most nearly
   a. breakable
   b. flammable
   c. pliable
   d. weak

2. Vigilant means most nearly
   a. sensible
   b. watchful
   c. suspicious
   d. restless

3. Innate means most nearly
   a. eternal
   b. well- developed
   c. native
   d. prospective

4. Precedent means most nearly
   a. example
   b. theory
   c. law
   d. conformity

5. The employer was friendly to his employees.
   a. amicable
   b. accessible
   c. tender
   d. inimical

6. "There was much diversity in the suggestions submitted."
   a. similarity
   b. triviality
   c. value
   d. variety

7. "He was surprised at the temerity of the new employee."
   a. shyness
   b, rashness
   c. enthusiasm
   d. self-control

8. A regulation which is rigid is most nearly
   a. precisely stated
   b. -strictly enforced
   c. rarely applied
   d. clearly expressed

9. Some people invest money unwisely because they are too
   a. credible
   b. critical
   c. creditable
   d. credulous

10. Fallacious means not nearly
    a. faltering
    b. deceptive
    c. stumbling
    d. foolish

11. Anticipate means most nearly
    a. foresee
    b. annul
    c. approve
    d. conceal

12. To say that work is tedious means most nearly that it is
    a. technical
    b. tiresome
    c. interesting
    d. confidential

SAMPLE SPELLING TEST QUESTIONS

Write the letter of the word which is spelled correctly:

13.	a. proceed	b. procede	c. proseed	d. none of these
14.	a. existence	b. existense	c. existance	d. none of these
15.	a. weigt	b. wieght	c. waight	d. none of these
16.	a. noticable	b. noticeble	c. noticeable	d. none of these
17.	a. balansing	b. balanceing	c. balancing	d. none of these
18.	a. spesific	b. specific	c. specefic	d. none of these
19.	a. referance	b. referrance	c. reference	d. none of these
20.	a. deductible	b. deductable	c. deducteable	d. none of these
21.	a. transeint	b. transient	c. trancient	d. none of these
22.	a. heratage	b. heritage	c. heiritage	d. none of these
23.	a. exhabition	b. exhibition	c. exibition	d. none of these
24.	a. similiar	b. simmilar	c. similar	d. none of these

TRY-OUT ON OTHER SPELLING AND VOCABULARY QUESTIONS

1. Expedite means most nearly
    a. obstruct
    b. accelerate
    c. advise
    d. demolish

2. Reprisal means most nearly
    a. retaliation
    b. warning
    c. advantage
    d. denial

3. Capitulate means most nearly
    a. repeat
    b. finance
    c. surrender
    d. retreat

4. Extenuating means most nearly
    a. excusing
    b. incriminating
    c. opposing
    d. distressing

5. Auspicious means most nearly
    a. favorable
    b. free
    c. well-known
    c. option

6. Arbitrary means most nearly
    a. responsible
    b. conciliatory
    c. despotic
    d. argumentative

APPENDIX VIII

AMS ARITHMETIC REVIEW PROBLEMS

The purpose of the AMS Arithmetic Program is to encourage students to develop skill and accuracy in the arithmetic computations that they will use frequently in their adult life regardless of the type of business they may enter.

Emphasis is placed upon the use of knowledge and skill in arithmetic. However, many of the problems are stated in terms of simple application to business situations since the ability to use arithmetic in practical situations is important. The problems are the type that should be understood by students regardless of whether they have had any training in business.

The following review problems are typical of the types of problems to be included in the Arithmetic Program test. It is recommended that these problems be reviewed with the students and by the teacher, using the customary classroom approach. Because the review problems are provided, students are expected to make a perfect score on a test in order to qualify for an AMS Certificate.

1. The following problem requires you to determine the amount of cash received by a business, the amount of cash paid out, and the balance of cash remaining. The cash balance is computed by subtracting the total amount of cash paid out from the total amount of cash received.

Cash Received	Cash Paid Out
$397.98	$139.71
148.77	386.69
2.63	72.28
45.50	109.03
838.74	41.17

a. Total Cash Received ______________

b. Total Cash Paid Out ______________

c. Cash Balance ______________

2. An operating business starts the month with some cash on hand, takes in additional cash during the month and pays out cash. Determine the cash balance at the end of the month. To solve the problem: (1) add the cash balance at the beginning of the month to the amount of cash received; (2) subtract the amount of cash paid out during the month.

$1,367.42 - Cash balance, January 1
9,845.19 - Cash received during January
a. $ - Total Cash
7,492.05 - Cash paid out during January
b. $ - Cash balance, January 31

3. Businesses generally deposit cash received in a commercial bank account and make payments by check. Cash "deposited" is the cash put in the bank against which "checks" are written. The company keeps a check stub or other record upon which it keeps a running balance of cash in the bank. It adds each deposit to the balance and subtracts each check that is written. In the following problem you are to compute the bank balance after each transaction.

$15,676.32 - Balance
724.29 - Check # 682
a. $ - Balance
1,218.64 - Check # 683
b. $ - Balance
2,649.72 - Deposit
c. $ - Balance
29.75 - Check # 684
d. $ - Balance
490.28 - Check # 685
e. $ - Balance
950.50 - Deposit
f. $ - Balance

4. Occasionally it is desirable to determine the average of a series of figures. To find the average, several numbers are added together and the total divided by the number of terms that were added. For example, the average of 30, 42, and 60 is 44. (30 + 42 + 60 = 132. 132 ÷ 3 = 44) Determine the average in the following:

   a. A store sold 620 hi-fi records in April; 846 in May; 730 in June; 548 in July. What was the average number of records sold per month? ____________

   b. The sales of a store for one year were $70,963.20.

      1. What were the average monthly sales? ____________

      2. What were the average daily sales if the store was open 308 days during the year? ____________

5. The following problems provide a review of arithmetic processes involving decimals.

   a. Add the following:

      1. .62, .42, .25, .04 = ____________

      2. 1.2, .063, .45, 1.0 = ____________

      3. $4.50, $.67, $.82, $14 = ____________

   b. Subtract the following:

      1. .059 from .128 = ____________

      2. .546 from 1.48 = ____________

      3. .48 from 2.0 = ____________

   c. Multiply the following:

      1. .32 x .56 = ____________

      2. .66 x 1.2 = ____________

      3. 2.55 x 12.4 = ____________

   d. Divide the following:

      1. 1.75 by .25 = ____________

      2. .63 by .9 = ____________

      3. .69 by 3.0 = ____________

   e. A company paid $653.64 for gasoline. The gasoline cost 31.2 cents per gallon.

      How many gallons were purchased? ____________

   f. A man purchased a TV set on which he paid a sales tax of $14.25. The rate of the tax was 3 per cent. What was the cost of the TV set? ____________

6. Solve the following problems involving fractions and reduce the amount to the lowest denominator:

   a. Add:

      1. 6 2/3 + 3 1/4 = ____________

      2. 12 1/2 + 5 2/3 + 6 5/8 = ____________

      3. 5 1/6 + 21 3/4 + 9 2/5 = ____________

   b. Subtract:

      1. 15 3/4 - 6 1/3 = ____________

6. b. Subtract (Continued)

2. 9 1/3 - 4 5/8 = ____________

3. 21 5/6 - 9 3/5 = ____________

c. Multiply:

1. 5 5/6 x 7 3/8 = ____________

2. 14 7/8 x 8 1/3 = ____________

3. 6 x 12 3/7 = ____________

d. Divide:

1. 14 2/3 ÷ 5 1/2 = ____________

2. 21 3/5 ÷ 10 1/8 = ____________

3. 42 1/2 ÷ 18 1/3 = ____________

7. a. 50 is 1/2 of 100. What fractional part of 100 is:

1. 25 ____________

2. 33 1/3 ____________

3. 16 2/3 ____________

4. 12 1/2 ____________

5. 6 1/4 ____________

6. 37 1/2 ____________

b. The information above can often be used to simplify computations. For example, the cost of 144 ball point pens at $.33 1/3 each can be computed as follows:
144 x $.33 1/3 = $48. However, since $.33 1/3 is 1/3 of $1, the same result can be obtained by taking 1/3 of 144 which is also $48. Compute the following problems by this method:

	Amount of Cost
1. 36 paper back books at 25 cents each:	____________
2. 120 pencils at 12 1/2 cents each:	____________
3. 48 packages of paper at 16 2/3 cents each:	____________
4. 60 pens at 66 2/3 cents each:	____________

8. The following problems involve the use of percentage:

a. If you purchased items upon which a sales tax was charged, what would be the amount of the tax?

	Amount of Tax
1. Jacket $22, rate of sales tax 3%:	____________
2. Radio $114.50, rate of sales tax 2%:	____________
3. Used car $875, rate of sales tax 2 1/2%:	____________

b. Some businesses give customers a discount if the merchandise purchased is paid for within a specified period of time, such as 2% if paid within 10 days. What is the amount of the cash discount for the following:

	Amount of Purchase	Rate of Discount	Amount of Cash Discount
1.	$362.00	2%	____________

8. b. (Continued)

	Amount of Purchase	Rate of Discount	Amount of Cash Discount
2.	$ 493.85	2 1/2%	________
3.	$1,678.80	3%	________

c. Determining the "mark-up" on merchandise is a computation that is made frequently by retail stores. Mark-up is the sum that is added to the cost price to arrive at the retail price. Mark-up may be figured as a percentage of the cost price or as a percentage of the sales price. When it is figured as a percentage of the cost price it is called "mark-up on cost." When it is figured as a percentage of the sales price it is called "mark-up on retail" or "mark-up on sales." For example, a store wants to sell an article at a price equal to 33 1/3% more than the $15 it had paid for the article or, in other words, at a 33 1/3% mark-up on cost. Such mark-up would be $5. It is computed by multiplying the $15 cost price by .33 1/3. The sales price based upon the mark-up is then $20. It is computed by adding the $5 mark-up to the $15 cost price. Instead, however, the store might prefer to establish the sales price of the article on the basis of a 33 1/3% "mark-up on retail." Such mark-up would be $7.50. Here is how it is arrived at: The retail price should be considered as equivalent to 100%. Since 33 1/3% is the desired mark-up, the balance remaining (66 2/3%) represents the $15 cost price. Therefore, since 66 2/3% equals $15, 33 1/3% is 1/2 of $15 = $7.50 which is the dollar value of the 33 1/3% mark-up. The sales price based upon that mark-up is then $22.50. It is computed by adding the $7.50 mark-up to the $15 cost price.

What would be the selling prices of the following items?

	Article	Cost Price	% of Mark-up	Selling Price Based on Cost	Selling Price Based on Retail
1.	Electric fan	$ 50.00	30%	________	________
2.	Carpet	$120.00	25%	________	________

d. If a store purchased a lamp for $50 and sold it for $75:

1. What was the per cent of mark-up based on cost? ________

2. What was the per cent of mark-up based on selling price? ________

e. What was the per cent of mark-up on a table that cost $75 and sold for $100?

1. Based on cost ________

2. Based on retail ________

9. When a person borrows money, he is charged interest on the loan. The interest rate is based upon a percentage of the amount borrowed (called principal). The interest rate is quoted on an annual basis. If you borrow $100 for one year (360 days) at 6%, the interest would be $6; for six months, it would be $3; for 60 days (60/360) it would be $1.00. Hence, the interest is computed by multiplying the rate by the principal and by the time. Compute the interest on the following:

	Principal	Rate	Time	Interest
a.	$200	6%	6 months	________
b.	$300	7%	60 days	________
c.	$190	6%	45 days	________
d.	$440	6%	3 months	________
e.	$500	5%	1½ years	________

10. Some employees in business are paid on an hourly basis and are paid a higher rate when they work overtime. Mike Wilson worked 46 1/2 hours

10. (Continued)

one week. His regular hourly rate is $1.80 per hour. He is paid time and one-half for all hours over 40 that he works in one week. His earnings for the week are computed as follows:

Regular earnings	- 40 x $1.80	= $72.00
Overtime earnings	- 6 1/2 x $2.70 (1 1/2 x $1.80)	= 17.55
	Total earnings	89.55

Compute the earnings for the following persons. The regular work week is forty hours and time and one-half for overtime.

	Hours Worked	Regular Rate	Total Earnings
a. Emma Crisler	43	$1.50	
b. Albert Allen	45 1/2	1.90	
c. James Whitfield	40	2.12 1/2	
d. Mary Stone	36	1.66 2/3	

AMS Arithmetic Review Problems - KEY

1.
a. $1,433.62
b. 748.88
c. 684.74

2.
a. $11,212.61
b. 3,720.56

3.
a. $14,952.03
b. 13,733.39
c. 16,383.12
d. 16,353.36
e. 15,863.08
f. 16,813.58

4.
a. $686
b. (1) $5,913.60
(2) $ 230.40

5.
a. (1) 1.33
(2) 2.713
(3) $19.99

b. (1) .069
(2) .934
(3) 1.52

c. (1) .1792
(2) .792
(3)31.62

d. (1) 7
(2) .7
(3) .23

e. 2,095

f. $475

6.
a. (1) 9 11/12
(2) 24 19/24
(3) 36 19/60

b. (1) 9 5/12
(2) 4 17/24
(3) 12 7/30

c. (1) 43 1/48
(2) 123 23/24
(3) 74 4/7

d. (1) 2 2/3
(2) 2 2/15
(3) 2 7/22

7.
a. (1) 1/4
(2) 1/3
(3) 1/6
(4) 1/8
(5) 1/16
(6) 3/8

b. (1) $ 9.00
(2) 15.00
(3) 8.00
(4) 40.00

8.
a. (1) $ .66
(2) 2.29
(3) $21.875
or $21.88

b. (1) $ 7.24
(2) $ 12.346
or $12.35
(3) $50.364
or $50.36

c. (1) $65.00 $71.43
(2) $150.00 $160.00

d. (1) 50%
(2) 33 1/3%

e. (1) 33 1/3%
(2) 25%

9.
a. $6.00
b. 3.50
c. $1.425 or $1.43
d. $6.60
e. $37.50

10.
a. $66.75
b. 91.675 or $91.68
c. 85.00
d. 60.00

APPENDIX IX

SAMPLE ARITHMETIC TEST QUESTIONS

A. Number Sense - an understanding of number relationships

1. 10 is how much greater than 5? ____ How much less than 10 is 5? ____
2. 15 " " " " " 5? ____ " " " " 15 is 5? ____
3. 20 " " " " " 10? ____ " " " " 20 is 10? ____
4. 50 " " " " " 30? ____ " " " " 50 is 30? ____
5. 100 " " " " " 80? ____ " " " " 100 is 80? ____

6. 5 x 3 3 x ____ = ____
7. 7 x 2 2 x ____ = ____
8. 6 x 4 4 x ____ = ____ = 12 x ____
9. 8 x 6 6 x ____ = ____ = 12 x ____
10. 5 x 9 9 x ____ = ____ = 15 x ____

Arrange in descending order (number getting smaller):

11. 8, 11, 4, 9 ____ ____ ____ ____
12. 2/3, 3/5, 1/2, 3/4 ____ ____ ____ ____
13. 1, 1.1, .11, .111 ____ ____ ____ ____
14. .02%, .2%, 2%, 2.2% ____ ____ ____ ____
15. .3, 3, .003, .03 ____ ____ ____ ____

Arrange in ascending order (numbers getting larger):

16. .7, .777, 7.7, 7.007, .07 ____ ____ ____ ____
17. 5/6, 5/12, 5/11, 5/8, 5/17 ____ ____ ____ ____

Which number in each group is greater than:

18. 1%?: 1, .1%, .01%, .2%, .04% ____
19. 10%?: .9%, .20%, 1, .050, .08 ____
20. 100%?: 50%, 1.1%, 1.1, 1/2, 7/8 ____
21. 50%?: 3/4, 1/2, 3/6, 1/25, 3/8 ____
22. 60%?: 4/5, 2/5, 1/3, 3/8, 1/2 ____

Which number in each group is the greater amount?

23. 3, .35, 3.1, .333, .95 ____
24. 1/2, 50%, 3/5, .75, 90% ____

Which number in each group is the smallest amount?

25. 3, 2, .5, .555, .6 ____
26. 40%, 4, 4.4% 4/5, .44 ____

Which pairs are exact duplicates (the same numbers)

			YES	NO
27.	4567	7654	____	____
28.	31413	31413	____	____
29.	886522	886522	____	____
30.	1010210	1010210	____	____
31.	98768797	98678797	____	____
32.	132013012	132013012	____	____

One number in each of the following series
is omitted. What are the numbers?

33. 2, 4, 6, 8, ____
34. 3, ____, 9, 12, 15
35. 50, 45, ____, 35, 30
36. 4, 9, 14, 19, ____
37. 5, 50, 500, 5000, ____
38. 7, 21, 63, ____, 567
39. 120, 60, 30, 15, ____
40. 4, 2, 1, ½, ____
41. ____, 1/3, 2/3, 1 1/3, 2 2/3

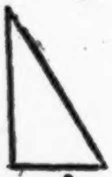
Which number in each series does not fit in with the pattern set by the others?

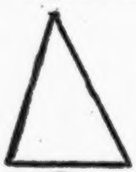
42. 6, 7, 11, 12, 16, 17, 18
43. 2, 4, 8, 16, 32, 72, 128 ____
44. 243, 81, 27, 15, 3, 1, 1/3 ____

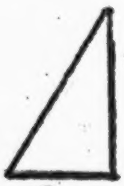
____

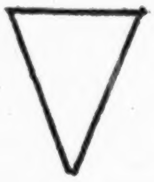
Which two of the following figures may be fitted together to make a perfect square?

45.


A


B

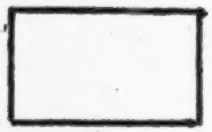

C

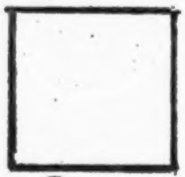

D

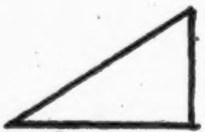
____ and ____

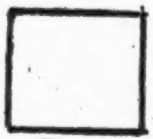
Which three of the following figures may be fitted together to make a triangle?

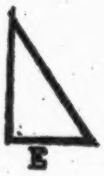
46.

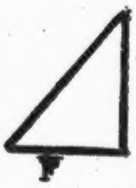

A


B


C


D


E


F

Logic. If A = B and B = C, does A = C?

Assume that the first two statements are true. Is the final one
(1) true (2) false (3) not certain?

47. Blonds have more fun than brunettes. Evelyn is a blond and Marlene is a brunette. Evelyn has more fun than Marlene. ____

48. The trumpet is in tune with the trombone. The trombone is in tune with the piano. The trumpet is in tune with the piano. ____

49. All boys are wild. Joe is a boy. Joe is wild. ____

50. John hit Harry. Harry hit Max. John did not hit Max. ____

51. Most New Yorkers are democrats. Most New Yorkers are baseball fans. Some democrats are baseball fans. ____

B. Fundamental Arithmetic For Retail Selling

Add (group 10's together: 7 + 3, 5 + 5, etc.)

								Check
1.	7 3 5 5	2.	7 5 3 5	3.	28 46 12	4.	9376 8 19 544	9000 800 120 27
5.	14.44 32.83	6.	.49 .76	7.	198.75 33.59	8.	385.29 894.77	119.97 1432.88
9.	18.75 .86 1.89 126.50	10.	25.99 2.98 5.49 1.75	11.	$ .98 .69 .75 .44	12.	$ .09 .25 .69 1.98	

Subtract

13. 8 -5	14. 36 -12	15. 135 -16	16. 3897 -893	17. 2070 -378
18. $ 5.89 -1.98	19. $ 27.50 -12.75	20. $ 5.25 -1.79	21. $ 8.00 -1.75	

Multiply

22. 4 x 3	23. 6 x 2	24. 5 x 9	25. 8 x 3	26. .12 x 6
27. 3.59 x 3	28. 8.76 x 25			

29. 45 x 10 = ______ 30. 9 x 100 = ______ 31. 265 x 1000 = ___

(Multiply with 10, 100, 1000, etc. by adding zeros)

32. $ 1.45 per tie x 6 ties	33. $ 2.60 per yd. x 3½ yds.	34. $ 8.79 doz. x 1 1/3 doz.

35. 8.25 x 15	36. 19.39 x .20	37. 7.89 x.10	38. 32.69 x .05

What is the total cost to the customer for the following items?

8 cups at	$0.48 ea.	______
7 saucers at	$0.35 ea.	______
6 dishes at	$0.69 ea.	______
15 plates at	$0.98 ea.	______
39. TOTAL COST		$ ______

Divide

40. $9\overline{)\$14.95}$ 41. $5\overline{)\$6.98}$

42. $.2\overline{)18.50}$ 43. $1.67\overline{)534.4}$ 44. $1.08\overline{)167}$

C. Typical Pre-Employment Test in Arithmetic for retail selling applicants

Time due ______________________ Name ______________________

You will be allowed 15 minutes in which to do these problems. Work as rapidly as you can but do not work so fast that you will make unnecessary errors.

Please Disregard City Sales Tax On All Problems

Add:	1. $0.75 .69 .33	2. $0.98 .89 .75	3. $19.85 7.38 12.97 2.02	4. 2983.07 184.62 84.29
Subtract:	5. $ 13.85 - .98	6. $11.15 -5.99	7. $10.00 -1.79	

Multiply: 8. $2.88 per yd. x 3¼ yds. 9. $5.75 per doz. x 5½ doz. 10. $1.99 per lb. x8 3/4 lb.

Divide: 11. 6 ⟌ $13.95 12. 9 ⟌ $41.50

13. An employee selects one sport coat $44.95, 1 pr. slacks at $21.99, and 6 pairs of socks at 3 pairs for $2.79. What is total cost to the employee if a 20% discount is allowed?

____

14. What is the total cost to customer for the following items:

5 shirts	at	$1.79 ea.	______
3 ties	at	.94 ea.	______
2 pr. socks	at	1.49 pr.	______
		Total Cost	______

15. If a $20.00 bill is presented by the customer for the above purchase, how much change is due him?

____

16. Sales taxes vary in different parts of New York State. How much more would a customer have to pay for the same coat at $69.95 in New York City where the sales tax is 5% than in a branch store where a 3% sales tax is required?

____

17. A store allows its employees a 20% discount on personal clothing and 10% discount on all other items. An employee buys a pair of shoes for himself for $14.77. How much will the shoes cost him?

____

18. Towels are on sale at 5 for $4.98. How much will 9 cost?

____

19. Find the total cost of the following items:

Quantity	Article	At	Dollars	Cents
3	shirts	4.59	______	______
2	shirts	7.47	______	______
1	shirt	______	4	68
		Total Cost:		$______

20. Find the total cost of the following items:

Quantity	Article	At	Dollars	Cents
1	soap	2 for 29¢	______	______
3	toothpaste	2 for 79¢	______	______
		Total Cost:		$______

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APPENDIX B

ED036608

BOARD OF EDUCATION, CITY OF NEW YORK
MANPOWER DEVELOPMENT & TRAINING PROGRAM

BASIC EDUCATION OUTLINE - DISTRIBUTIVE-MERCHANDISING OCCUPATIONS

SPECIFICS

- GROCERY CHECKER
- SHIPPING CLERK
- SALES CLERK

AUGUST, 1967

ED0 36608

FOREWARD

"The dynamic curriculum is developed through an evolving process and cannot be entirely made in advance. Content and activities are determined, in part, by the process itself".

The type of education contained in this outline has abandoned traditional school subjects, as such, and makes no distinction between academic and vocational materials; the course of study must be based on material that is culled from many sources of information, rather than the study of a single textbook and a fixed body of content:

> This Basic Education outline is suggestive rather than prescriptive and will, it is hoped, provide the teacher with a springboard for creating his own materials in consonance with sound educational principles. It will be of most value to the teacher who uses it to support and strengthen the learnings which the student acquires daily in his broad area job training. Frequent and close communication between the "job training" teacher and the teacher of basic education is essential to the effective functioning of both programs.

The time allotment for Basic Education instruction varies from 90 to 250 hours. The schedule should consist of approximately one-half of the time allotment for the Language Arts and the remainder for Mathematics. However, since some trainees may have varying degrees of proficiency in language or arithmetic skills, the alloted instructional time for the two subject areas must be flexible. Pretesting and periodic testing will reveal areas of weakness as the determining factors for the schedule.

PREFACE

MOTIVATION FOR LEARNING

There must be a close relationship between the basic education program and the broad area job training of the student. The necessity to read words, phrases or sentences, which will be of help to the student in his job training, and in holding down the job he needs and likes, is the greatest incentive for learning to read.

INDIVIDUALIZATION AND DIFFERENTIATION OF INSTRUCTION

These are the key words in planning a curriculum in connection with the specific job areas. This job area basic education outline has been organized to provide the teacher with:

A. A graded and sequential basic education program in connection with the training for the job which the student is receiving at the same time.

B. A unified approach to teaching basic education using the common integrating experience of "on-the-job" training to vitalize and concretize learnings in related areas such as reading, vocabulary-spelling, grammar-usage, and mathematics.

C. Teaching materials which will be helpful in extending learnings, broadening backgrounds, and clarifying both educational and job concepts.

D. Techniques for evaluating growth in basic education, mastery of some job content and aspects of personal self-improvement.

TEACHING READING

A. Because the need to read with comprehension is pertinent to all job areas, special emphasis should be placed on the reading instructional program. The following is suggested to help in your planning:

1. Oral discussion of job topic learned in work-shop session.
2. Listing of job vocabulary on chart or chalkboard.
3. Developing reading charts, using that vocabulary. (Reading charts may be cooperative, experimental or teacher-made).
4. Using the reading chart as a basis for further vocabulary development, structural analysis, word attack skills and comprehension skills.
5. Some of the skills to be developed are:
    - extending vocabulary
        - sight words
        - initial consonants
        - final consonants
        - diagraphs, blends
        - vowel sounds, long and short
        - blending of initial consonant with vowel sound
        - compound words, hypenated words
        - root words, suffixes, prefixes
    - dictionary skills, location skills
    - syllabification, accent, diacritical markings
    - synonyms, antonyms, homonyms
    - sentence, paragraph formation
    - punctuation
    - comprehension skills such as
        - getting main thought
        - finding details
        - determining sequency
        - drawing inferences
        - interpreting diagrams, legends
    - skimming and scanning
    - outlining, note-taking
    - summarization
6. Manuals, booklets, texts, tradebooks, filmstrips, etc., relevant to the specific job area will provide some of the basic materials.
7. Correlation with various curriculum areas will lead to related instruction in basic arithmetic.

B. Reading is part of the entire language arts program which includes oral discussion, listening, functional and creative writing, spelling. It is important that skill in all areas, listening, speaking, writing, spelling, and reading be developed to increase job competency.

C. Spelling is a key area in assessing entrants to the Commercial Occupations.

(Preface continued next page)

The study of groups of words which have related spelling patterns develops the necessary background against which each individual word is examined. The words already mastered strengthen this background for learning more new words. Therefore, considerable and frequent dictation of new words and review words in context is recommended. Students may wish to contribute their own paragraphs incorporating words of the unit. These would form a reservoir for class and individual study, thus aiding mastery of the basic commercial vocabulary.

TEACHING MATHEMATICS

- A. Students need to develop commercial mathematic skills in the following areas:
  - 1. number sense
  - 2. basic processes
  - 3. verbal mathematics
  - 4. business problems
- B. While the syllabus emphasizes area 4-commercial problems, the diagnosis of areas 1, 2, 3 must be done:
  - 1. as a sequential development of skills and concepts.
  - 2. as the particular skill is needed to perform the arithmetic of the unit.
- C. Mathematical competency includes:
  - 1. number sense
    - a) counting - by 1,2,10,12.
    - b) quantity - What is 1, 101, 10,000, 1/4, 2/4.
    - c) number systems
      - 1) place value and 10 based decimal system--meaning of percents, metric system (esp. for medical record clerk).
      - 2) other than decimal systems--unit quantities (quarts, pounds), fractions.
  - 2. Basic process
    - a) using symbols in equation or column form — 5+?=12, 15 yards

      $$\begin{array}{r} \times 7 \\ \hline ? \end{array}$$

    - b) using business forms--sales slips, ledgers
  - 3. Verbal problem solving mathematics--what number is 80% of 120? 20 pencils at 6¢ each cost ?
  - 4. Commercial problems in verbal form.
    - a) meaning of vocabulary--gross profit, net cost.
    - b) inferring the related mathematics to be performed--the selling price is 150% of the cost, what was the cost of the desk sold for $90.00.

BOARD OF EDUCATION - CITY OF NEW YORK
MANPOWER DEVELOPMENT TRAINING PROGRAM

BASIC EDUCATION OUTLINE - DISTRIBUTIVE-MERCHANDISING OCCUPATIONS

GROCERY CHECKER - SHIPPING CLERK - SALES CLERK (TOTAL HOURS 90 - 250)

Unit	LANGUAGE ARTS	Hours	Pages
	Foreword Preface		
I	ORIENTATION - ORGANIZATION	4 - 12	1-2
II	CHANNELS OF DISTRIBUTION	7 - 19	3-4
III	SHIPPING AND RECEIVING	6 - 16	5-6
IV	STOCK CLERK, RETAIL & WHOLESALE TRADES	5 - 15	7-8
V	SALES CLERK	6 - 16	9-10
VI	CASHIER-WRAPPER and GROCERY-CHECKER	6 - 16	11-12
VII	REVIEW AND PRE-EMPLOYMENT TRAINING	11 - 31	13-14
		45 -125	

Unit	MATHEMATICS	Hours	Pages
I	REVIEW OF WHOLE NUMBERS	11 - 31	15-16
II	FRACTIONS, DECIMAL FRACTIONS, PERCENTAGES	12 - 32	17-18
III	INTEREST, DISCOUNT and PURCHASE PRICE	11 - 31	19-20
IV	ADDITIONAL RELATED BUSINESS ARITHMETIC and PRE-EMPLOYMENT TEST PRACTICE	11 - 31	21-22
		45 -125	

APPENDIX

I	RULES FOR TRAINEES	1
II	SAMPLE EMPLOYMENT APPLICATION	2-3
III	SAMPLE PRACTICE RETAIL and WHOLESALE SLIPS	4
IV	EXERCISE SALES CHECK SLIP	5
V	PRACTICE REQUESITION FORMS	6
VI	PRACTICE INVENTORY SHEET	7
VII	ADDING TO VOCABULARY	8- 9
VIII	IMPROVING YOUR VOCABULARY	10
IX	DISCUSSION QUESTIONS	11
X	COMPREHENSION QUESTIONS	12
XI	AMS ARITHMETIC PROGRAM	13-18
XII	FREE MATERIALS	19

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[illegible] DEVELOPMENT [illegible] TRAINING PROGRA

DISTRIBUTIVE-MERCHANDISING OCCUPATIONS, . SPECIFICS -

Grocery Checker - Shipping Clerk -

MAJOR-UNIT-CONTENT	CLOCK HOURS	APPLIED READING COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED GR
Unit One 1. ORIENTATION AND ORGANIZATION A. Purpose of Course 1. Summary of job duties and objectives of course 2. Physical demands of the job a. Health b. Appearance c. Speech 3. Working conditions on the job a. Hours b. Public contact c. Routines - policies B. Safety and Performance Standards in Marketing Occupations 1. Work habits and attitudes 2. Accident and fire prevention and reporting		1. GENERAL AND SPECIFIC COMPREHENSION A. Reading for Paragraph Interpretation 1. Responsibilities 2. Physical demands and working conditions 3. Training objectives B. Rereading - picking out the facts 1. Difference between selling and non-selling jobs 2. Various parts of a department store C. Reading for General Information 1. Types of retail jobs 2. Types of retail outlets 3. Types of manufacturers and wholesalers	1. ORIENTATION TO VOCABULARY AND SPELLING A. Orientation Terminology 1. Business vocabulary EX.wholesaler, pre-approach, initiative (see vocabulary list in appendix) 2. Use of context clues for meaning of new words EX. "The cashier was negligent when she forgot to include the sales tax." 3. Spelling -"ie-ei"rule "'i' before 'e' except after 'c' or when sounded like 'a' as in neighbor or weigh."	1. ORIENT FILLIN FORMS A. Abbre found o ment Ap and Sal 1. Emplo plicati dep.=de sal.=sa 2. Sales a. no.= St.= b. name months nume tation months B. Pract followi tions b out Acc Report "In whi ment o mishap

[illegible]

[illegible] TRAINING [illegible]

RIBUTIVE-MERCHANDISING OCCUPATIONS, . SPECIFICS - BASIC EDUCATION - LANGUAGE ARTS

Grocery Checker - Shipping Clerk - Sales Clerk

NG COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED GRAMMAR - USAGE	METHODS AND MATERIALS	EVALUATIONS
AND SPECIFIC NSION for Paragraph tation ibilities l demands and conditions g objectives g - picking facts nce between and non- jobs parts of a ent store for General ion f retail jobs f retail f manufactur- wholesalers	1. ORIENTATION TO VOCABULARY AND SPELLING A. Orientation Terminology 1. Business vocabulary EX.wholesaler, pre-approach, initiative (see vocabulary list in appendix) 2. Use of context clues for meaning of new words EX. "The cashier was negligent when she forgot to include the sales tax." 3. Spelling -"ie-ei"rule "'i' before 'e' except after 'c' or when sounded like 'a' as in neighbor or weigh."	1. ORIENTATION TO FILLING OUT FORMS A. Abbreviations found on Employment Application and Sales Slip 1. Employment Application EX. dep.=dependants sal.=salary 2. Sales Slip EX. a. no.=number St.=Street b. names of months(Feb. 6) numerical notations of months (2/6/67) B. Practice in following directions by filling out Accident Report EX. "In which department did the mishap occur?"	1.ORIENTATION A. Comprehension 1. Read an answer questions pertaining to "Rules for Trainees"(append) 2. Read for general content and comprehension TEXT;John Wingate Carroll Nolan, Fundamentals of Selling,SW Pub., New Rochelle,N.Y. 1964, pp.31 -38 B. Filling out department store application after class discussion of procedures	1. ORIENTATION A. Observation of group and individual responses to determine student needs and language skills 1. General Comprehension 2. Word Knowledge 3. Usage 4. Spelling B. Selection of comprehension exercises in Fundamentals of Selling C. Dictation quiz on words of Employment Application and "Orientation Vocabulary List" (see appendix) D. Evaluation of abbreviations by filling out of sales slips

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DISTRIBUTIVE-MERCHANDISING, OCCUPATIONS, SPECIFICS - BASIC EDUCATION - LANGUAGE ARTS

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MAJOR UNIT-CONTENT	CLOCK HOURS	APPLIED READING COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED GRAMMAR - USAGE	METHODS AND MATERIALS	EVALUATIONS
Unit One (cont.)						
		D. Reading for Context Clues 1. Work habits and attitudes ("Rules for Trainees" see appendix)	B. Vocabulary found on Employment Application 1. Use of the Employment Application for meaning of new words EX. previous employer, qualifications		C. Listing of words following "ie"rule TEXT. Jerome Carlin, English On The Job, Globe Pub., N.Y. 1962, pp. 224-5 D. Notebook Preparation 1. Division of notebook into separate sections EX. area heading topic English, vocabulary, parts of a store	E. Multiple choice exercise on "ie" rules as found in English On The Job

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DISTRIBUTIVE-MERCHANDISING, OCCUPATIONS, SPECIFICS

Grocery Checker - Shipping Clerk

MAJOR UNIT CONTENT	CLOCK HOURS	APPLIED READING COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED G
Unit Two				
1. CHANNELS OF DISTRIBUTION		1. STEPS IN READING	1. DIAGNOSIS AND REVIEW OF WORD BUILDING	1. NOUNS
A. The Processes of Distribution 1. Manufacturers and wholesalers 2. The distributors (marketing) 3. Types of consumers; retail, ultimate, industrial		A. Survey Reading to get General Information 1. Types of producers and consumers 2. Types of supply houses and wholesalers	A. Initial diagnostic Evaluation of Spelling Difficulties 1. Review and correction of words on Unit One Spelling Test(appendix) 2. Discussion of individual spelling needs 3. Review of steps in word learning: See, Think, Say and Build the word a. Pronunciation by syllables b. Studying difficult parts of words EX. manufacturers, ultimate, carriage	A. Formi of nou in: 1. X,CH Box- Bench Rush- 2. O; Zeros Cargo 3. Y; Compa vey-S 4. F,FE Half- Chief
B. The Functions of Distribution 1. Buying and selling 2. Transporting and storing 3. Financing		B. Rereading to Understand Individual Procedures 1. Methods of buying and selling 2. Financing as an important part of distribution	B. Basic Structure of Multi-Syllabic Words 1. Root 2. Affixes(prefixes and suffixes) EX. spending, shipping 3. Compound words EX. whole-sale,under-stand	B. Formi of Com Nouns 1. Comp EX. taxes guide 2. Titl Miss- Mr. -
C. The Chain of Distribution 1. Producer to retailer to consumer 2. Producer to wholesaler to retailer to consumer		C. Combining Individual Procedures 1. The "2-step" chain of distribution (no middle man) 2. The role of the middle man in "3-step" distribution		

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S COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED GRAMMAR - USAGE	METHODS AND MATERIALS	EVALUATIONS
EADING ading to get formation producers umers supply houses esalers to Understand Procedures of buying ing g as an t part of tion Individual tep" chain bution (no n) of the n in "3-step" ion	1. DIAGNOSIS AND REVIEW OF WORD BUILDING A. Initial diagnostic Evaluation of Spelling Difficulties 1. Review and correction of words on Unit One Spelling Test(appendix) 2. Discussion of individual spelling needs 3. Review of steps in word learning: See, Think, Say and Build the word a. Pronunciation by syllables b. Studying difficult parts of words EX. manufacturers, ultimate, carriage B. Basic Structure of Multi-Syllabic Words 1. Root 2. Affixes(prefixes and suffixes) EX. spending, shipping 3. Compound words EX. whole-sale,under-stand	1. NOUNS A. Forming plurals of nouns ending in: 1. X,CH,SH; EX. Box-Boxes Bench-Benches Rush-Rushes 2. O; EX. Zero-Zeros, Cargo-Cargoes 3. Y; EX. Company-Companies,Survey-Surveys 4. F,FE,; EX. Half-Halves Chief-Chiefs B. Forming plurals of Compound Nouns and Titles 1. Compound Nouns EX. Freight taxes, Pocket-guides 2. Titles; EX. Miss-Misses Mr. - Messrs.	1. DISTRIBUTION A. Comprehension 1. Read and answer questions pertaining to distribution in; TEXT-G. Henry Reichert, Retailing Principles and Practices, Gregg, N.Y.,1962,Part 54 2. Make charts showing flow of merchandise from raw material to consumer(based on reading in above text;Retailing...) B. Vocabulary 1. Notebook charts of word structures and definitions (see Vocab. column and appendix for list)	1. DISTRIBUTION A. Selection of comprehension exercises on Channels of Distribution Reference;Retailing Principles and Practices, Part 54 B. Test matching names of types of wholesalers with their function C. Informal evaluation of class understanding of relationship between producer and retailer D. Spelling test of ability to form plurals and use suffixes

DISTRIBUTIVE-MERCHANDISING, OCCUPATIONS, SPECIFICS - BASIC EDUCATION - LANGUAGE ARTS

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MAJOR-UNIT-CONTENT	CLOCK HOURS	APPLIED READING COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED GRAMMAR - USAGE	METHODS AND MATERIALS	EVALUATIONS
Unit Two (cont.)		D. Application of Principles 1. Cost and time savings resulting from combining steps in the chain of distribution 2. Understanding the phases of the system that are carried out by salesmen, shipping clerks, and checkers	C. Class chart of lesson to compare structure of word with its syllabication EX. WORD-SYLLABICATION-ROOT Retailer, Re-tail-er, tail Transport, Trans-port, port	C. Forming plurals of Letters and Numbers; EX. 6's "We do not accept C.O.D.'s"	C. Plurals Listing of words in notebooks as examples of each rule TEXT - Albert Jocen and Benjamin Shapiro, Vocational English Globe, N.Y., 1967, page 248	D. Teacher-made chart for filling in names of the phases of distribution

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MAJOR UNIT-CONTENT	CLOCK HOURS	APPLIED READING COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED GRA
Unit Three 1. Shipping and Receiving A. Shipping 1. Manufacturer and Wholesaler a. Purchase orders and invoices b. Marking, weighing and packing c. Selecting and using various methods of forwarding d. Shipping documents and procedures e. Physical handling of goods B. Receiving 1. Manufacturer and Wholesaler a. Accepting, recording and checking incoming shipments b. Expediting and storing goods c. Controlling the stock		1. READING FAMILIAR CONTENT MATERIAL A. Identifying the Structure 1. Meaning of chapter titles 2. Locating main sections 3. Locating sub-sections B. Rereading for General Information 1. Checking goods for weight, number and condition C. Examining kinds of Invoices, Purchase Orders and Shipping Documents 1. Different variations of forms serve different firms 2. Use of special forms a. Requisitions b. Inventory forms c. Railway Express and other shipping forms	1. REVIEW OF DICTIONARY USAGE WITH WORDS OF LESSON A. Locating words 1. Alphabetical order 2. Locating page (guidewords) 3. Locating word on page B. Selecting Correct Form of Word 1. Parts of speech 2. Plurals, Verbs, Inflections C. Correct Pronunciation 1. Understanding phonetic symbols 2. Reading familiar words	1. REVIEW PUNCTUAT RULES FO CAPITALI A. Review Punctua Punctua Commas 1. End p to cla ing in senten a. Peri a sta b. Ques for a c. Excl Point stron d. Othe the p abbre decim bering

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G COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED GRAMMAR - USAGE	METHODS AND MATERIALS	EVALUATIONS
MILIAR ERIAL ng the of chapter main sections sub-sections for General n goods for umber and kinds of Purchase Shipping variations serve differ- pecial forms tions ry forms Express and hipping forms	1. REVIEW OF DICTIONARY USAGE WITH WORDS OF LESSON A. Locating words 1. Alphabetical order 2. Locating page (guidewords) 3. Locating word on page B. Selecting Correct Form of Word 1. Parts of speech 2. Plurals, Verbs, Inflections C. Correct Pronunciation 1. Understanding phonetic symbols 2. Reading familiar words	1. REVIEW OF BASIC PUNCTUATION AND RULES FOR CAPITALIZATION A. Review of Basic Punctuation- End Punctuation and Commas 1. End punctuation to clarify meaning in ending sentences a. Period - for a statement b. Question Mark- for a question c. Exclamation Point- for strong emotion d. Other uses of the period; abbreviations, decimals, numbering items	1. SHIPPING AND RECEIVING A. Comprehension 1. Reading to understand procedures involved in shipping and receiving TEXT ; Edward Rech and Robert Feldman Basic Retailing, Pitman Pub, N.Y. 1960 pp.90-96 2. Filling out packing slips after discussion of procedures and reading Unit 13 in Reich and Feldman Basic Retailing B. Dictionary Usage 1. Dictionary usage with words of lesson most often misspelled and mispronounced	1. SHIPPING AND RECEIVING A. Comprehension 1. Teacher made completion or multiple choice test on the various shipping and receiving forms EX. An invoice is used for ______. B. Vocabulary Dictation test using words of lesson in context EX. It is the receiving clerks job to expedite incoming goods as quickly as possible. C. Dictionary 1. Teacher made test of ability to locate word information(see Vocab. Column Pt.D)

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MAJOR-UNIT-CONTENT	CLOCK HOURS	APPLIED READING COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED GRA
Unit Three (cont.) 2. Retail Store and Distribution Center a. How orders are made by stores and filled by suppliers b. Receiving and marking goods for selling c. Stocking and Distributing goods		D. Recognizing Important Details 1. To improve general comprehension 2. Making notes of important details to remember or record 3. Selecting important details of problems for class discussion	D. Class-made Chart of Dictionary Information for Words of Lesson EX. WORD - expedite SYLLABIFICATION- ex-pe-dite PRONUNCIATION- ĕks pĕ dīt SYNONYM - facilitate WORD - invoice SYLLABIFICATION - in-voice PRONUNCIATION - ĭn vois SYNONYM - statement of shipped goods	2. The Co Separat a. Series more w succes b. Apposi Harry, salesm call o c. Parent expres Harry, course, you. B. Review of Capit 1. Names Places Organi EX. John Fra The E Smit 2. Holid Christ 3. Title a. Pub [illegible]

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NG COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED GRAMMAR - USAGE	METHODS AND MATERIALS	EVALUATIONS
ng Important ve general sion otes of details to or record g important f problems discussion	D. Class-made Chart of Dictionary Information for Words of Lesson EX. WORD - expedite SYLLABIFICATION- ex-pe-dite PRONUNCIATION- ĕks pĕ dīt SYNONYM - facilitate WORD - invoice SYLLABIFICATION - in-voice PRONUNCIATION - Ĭn vois SYNONYM - statement of shipped goods	2. The Comma as a Separator a. Series: Three or more words in succession b. Appositive; EX. Harry, our new salesman, will call on you. c. Parenthetical expression EX. Harry, will of course, call on you. B. Review of Rules of Capitalization 1. Names of Persons, Places and Organizations EX. John Doe Franklin St. The Distributive Building Smith & Son 2. Holidays EX. Christmas 3. Titles a. Publications EX. [illegible] b. [illegible] EX. [illegible]	2. Vocationally oriented dictionary exercises in TEXT; Albert Jochen & Benj. Shapiro, Vocational English Globe Pub., N.Y. 1952, p.17-32 C. Grammar 1. Practice exercises on use of end punctuation and commas as found in TEXT; Jerome Carlin, English On The Job Globe, N.Y. 1962 pp.402-11	2. Dictionary achievement tests in Vocational English, p.32 D. Grammar-Usage 1. Capitalization Test; Personal names, Places, Titles, Publications 2. Punctuation Test; Using commas and end punctuation marks to punctuate sample sentences Reference- CARLIN, Unit 10

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DISTRI CTIVE-MERCHANDISING OCCUP. SPECIFICS - B

Grocery Checker - Shipping Clerk - S

MAJOR-UNIT-CONTENT	CLOCK HOURS	APPLIED READING COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED GRAMMA
Unit Four 1. Stockclerk, Retail and Wholesale Trades A. Stockclerk(Department and Specialty Stores-Retail Outlets) 1. Receiving Functions a. Necessary forms b. Care in handling 2. Reserve Stock Care 3. Movement of goods to forward stock areas 4. Forward Stock Care 5. Unit Control Methods 6. Maintaining a Physical Inventory B. Stockclerk(Wholesale Distribution Centers) 1. Platform Receiving 2. Physical Distribution and Sorting 3. Price ticket marking and attaching 4. Dispatching and and distribution within a center 5. Packing, labeling and Shipping of goods		1. Reading to Understand the Duties of a Stockclerk A. Reading for guide rules - expediting the movement of stock EX. How does reserve stock differ from forward stock? How should invoices coincide with order forms? Use examples to find general rules for understanding stock movement and storage. (EX. Movement of goods from platform to selling floor) B. Selective Reading 1. Review: Author's use of headings, topic and summary sentences to highlight main ideas in stockroom procedure 2. Selection of problems for group discussion EX. Which unit control methods might apply in special situations such as Christmas Rush and inclement weather	1. Class Discussion of Word Errors in Writing and Filling Out Store Forms A. Confusion of meaning of marketing wordsthat sound alike EX. accept-except, canvas-canvass, addition-edition B. Spelling errors due to incorrect or indistinct pronunciation EX. co-operation-corp ration formally-formerly C. Spelling errors due to confusion of common prefixes and suffixes EX. (des-dis)cription (per-pre-pro)paid respons(able-ible) D. Words that must be pronounced and spelled carefully EX. estimate, department, inventory, distribution	1. Adjectiv Adverbs A. Use of describes modifies 1. Three de of comparis light-light lightest cheap-cheap cheapest a. Positive compared wi anything el The stockro clean. b. Compara compares tw things or higher or l degree EX. staples are than the ma c. Superla Highest or degree of t or more thi EX. He is t fastest pac the stockro 2. Making parisons th [illegible]

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DISTRIBUTIVE-MERCHANDISING OCCUP. SPECIFICS - BASIC EDUCATION - LANGUAGE ARTS

Grocery Checker - Shipping Clerk - Sales Clerk

OMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED GRAMMAR - USAGE	METHODS AND MATERIALS	EVALUATIONS
derstand a Stock- guide iting the tock EX. rve stock orward hould cide with to find for stock storage. of goods to selling ading hor's use topic and ences to in ideas procedure problems scussion control apply ituations stmas Rush weather	1. Class Discussion of Word Errors in Writing and Filling Out Store Forms A. Confusion of meaning of marketing wordsthat sound alike EX. accept-except, canvas-canvass, addition-edition B. Spelling errors due to incorrect or indistinct pronunciation EX. co-operation-corp ration formally-formerly C. Spelling errors due to confusion of common prefixes and suffixes EX. (des-dis)cription (per-pre-pro)paid respons(able-ible) D. Words that must be pronounced and spelled carefully EX. estimate, department, inventory, distribution	1. Adjectives and Adverbs A. Use of Adverbs; describes or modifies 1. Three degrees of comparison EX. light-lighter-lightest cheap-cheaper-cheapest a. Positive- not compared with anything else EX. The stockroom is clean. b. Comparative- compares two things or expresses higher or lower degree EX. These staples are wider than the machine. c. Superlative- Highest or lowest degree of three or more things EX. He is the fastest packer in the stockroom. 2. Making comparisons that require "more" or [illegible]	1. Stockclerk A. Reading to understand the duties of a stockclerk Basic Retailing, Unit 15 B. Retailing Principles and Practices, Parts 22 & 23 C. Filling out the various forms used for receiving goods(after classroom reading and discussion D. Practice in the interpretation of coded price tickets after reading Part 21 Retailing Prin. E. Devising and filling out inventory forms for the various kinds of stock. Selecting the forms best suited for particular stock (cont. next page)	1. Stockclerk A. Teacher evaluation of accuracy in recording different types of inventories on various inventory forms. B. Matching quiz on coded tickets. Coded message must be matched with its English transliteration C. Teacher-made quiz on changing the form of adjectives and adverbs when making comparisons EX. Martin is (strong) than I. D. Evaluation of oral answers to such group questions as: " Most of your goods are on permanent display. This leaves you very little room for forward stock. How would you overcome this problem and supply your customers with merchandise quickly?

Grocery Checker - Shipping Clerk - Sales Clerk

JOB-UNIT-CONTENT	CLOCK HOURS	APPLIED READING COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED GRAMMAR - USAGE	METHODS AND MATERIALS	EVALUATIONS
NIT FOUR (Cont'd.)		C. Interpreting Reading Content through Role playing 1. Stockroom situations mentioned in text EX. "Mr. Smith, how can we set up a physical inventory for goods that will never be in the stockroom?" 2. Familiar stockroom situations EX. "The goods that I marked do not fit back into the box." D. Readings to help understand the many stockroom problems and their solutions EX. How to look for misplaced goods. How to set up an easily understood inventory. E. Reviewing text content for specific information 1. Skimming or fast reading in order to seperate details EX. How do you classify different kinds of shipments? Back orders? Reserve Stock?		3. Irregular Adjectives that change EX. good-better-best B. Use of Adverbs: describes, modifies or explains a verb, adjective or another adverb 1. Most adverbs end in "ly" a. Changing adject. to adverbs by adding "ly" EX. slow-slowly b. Simple adverbs without "ly" EX. always, never, 2. When to use adverbs-when answering a question beginning with when, where, How much, to what extent? C. Avoiding double Negatives EX. Scarcely is a negative word. "He could scarcely fill out a shipping form."	(EX: Reserve Stock, First In) This is done after examining forms use Basic Retailing Unit 15 (forms for physical and perpetual inventory) F. Workbook exercises on the stockroom vocab. Workbook for Retailing Principles, Part 21 G. Reading and practice exercises (fill in's) on adjectives and adverbs English On The Job, Book One, Unit 6	

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MAJOR-UNIT-CONTENT	CLOCK HOURS	APPLIED READING COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED GRAM
Unit Five 1. Sales Clerk (Chain, Department and Specialty Store) A. Channels of Intra-Store Distribution B. Types of Retail Stores and their Departmental Organization C. Understanding Customers and Giving Merchandise Information D. Selling Techniques E. Traits of a Successful Salesman		1. READING TO UNDERSTAND THE DUTIES AND SUCCESSFUL TECHNIQUES OF A SALESCLERK A. Visualizing Processes During Reading of Text, Imagine yourself in these situations EX. Approaching a customer and greeting him, Suggesting additional merchandise. B. Reading for Main Ideas-General Picture 1. How the different kinds of retail systems affect a salesman's techniques a. counterless stores b. salesman-cis-cashier system 2. The Basic Steps of a Retail Sale (approach, finding customer's needs) 3. Personal Qualities of a salesman	1. WORD AFFIXES AND HOMONYMS WHICH CREATE PROBLEMS A. Commonly confused word endings 1. "ABLE - IBLE" EX. Permission-permissable, receive-receivable, sale-salable 2. "FULL" as an ending Hope-hopeful, skill-skillful-skillfully B. Adding prefixes: dividing words to determine if consonant doubles EX. Use of "S" and "SS" mis spell - misspell mis use - misuse EX. Use of "N" and "NN" un able - unable un necessary-unnecessary C. Words commonly misspelled due to confusion of meaning EX. affect -affect [illegible]	1. DISCUSS SPEECH AN PLAYING I A. How de ers expe addresse B. How de workers customer you by y speech? C. How de enunciati vent mis standing aid sale D. Aiding by using emphasis the mecha speech(ra pitch, v

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Grocery Checker - Shipping Clerk - Sales Clerk

PREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED GRAMMAR - USAGE	METHODS AND MATERIALS	EVALUATIONS
DERSTAND SUCCESS- OF A Processes of Text, lf in ns EX. customer im, itional Main Picture ferent il systems man's s stores is- em teps of nding eds,) alities n	1. WORD AFFIXES AND HOMONYMS WHICH CREATE PROBLEMS A. Commonly confused word endings 1. "ABLE - IBLE" EX. Permission-permissable, receive-receivable, sale-salable 2. "FULL" as an ending Hope-hopeful, skill-skillful-skillfully B. Adding prefixes: dividing words to determine if consonant doubles EX. Use of "S" and "SS" mis spell - misspell mis use - misuse EX. Use of "N" and "NN" un able - unable un necessary-unnecessary C. Words commonly misspelled due to confusion of meaning EX. affect -effect course -coarse	1. DISCUSSION OF SPEECH AND ROLE-PLAYING IN CLASS A. How do customers expect to be addressed? B. How do fellow-workers and customers evaluate you by your speech? C. How does enunciation prevent misunderstandings and aid sales? D. Aiding sales by using emphasis through the mechanics of speech(raising pitch, volume,)	1. SALES TECHNIQUES A. Reading to understand sales techniques Retailing Principles and Pract. Units 8 and 9 Fundamentals of Selling, chapt. 18 B. Reading and Discussion of the necessary traits of a salesman Retailing Principles and Pract. Parts 8 and 37 C. Outlining, after reading, the basic steps of a retail sale D. Spelling and defining of commonly confused words, using context clues rather than the	1. SALES CLERK A. Reading Tests 1. Informal evaluation to visualize and remember routine sales procedures 2. Understanding and filling out rexographed sales checks B. Vocabulary-Spelling tests of frequently confused words (homonyms) 1. Teacher dictates sentences containing words with confusing affixes 2. Matching quiz of homonyms with their definitions C. Group evaluation of each other's individual ability to cope with problems arising in role-playing situation

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Grocery Checker - Shipping Clerk - Sales Clerk

MAJOR-UNIT-CONTENT	CLOCK HOURS	APPLIED READING COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED GRAMMAR - USAGE	METHODS AND MATERIALS	EVALUATIONS
Unit Five (Cont'd.)		C. Rereading for Specific Information 1. Understanding precise meaning of words; EX. What does "consumer value" mean? Sentence: "Salespeople often refer to selling points as consumer values." 2. Relating to specific meaning of context: EX. What does "often refer" mean in the above sentence? D. Application - Read section on traits of a successful salesman and find reasons why loyalty, and industriousness, as well as cheerfulness, are important. EX. What kind of attitudes do superior salesmen have towards customers? What practices do they avoid?			EX. A well wrapped, durable package will arrive at its destination in one piece. (What does durable mean?) Class uses context clues to define "durable" E. Multiple choice exercises on homonyms EX. Every salesman works on a commission basis (accept, except) Mr. Smith. English On The Job, Part 3, Unit 1 F. Role-playing in customer-contact situations as presented in text chapters on human relations. Fundamentals of Selling Ch. 26, Retailing Principles, Unit 10	D. Teacher-made quiz on the steps of a retail sale; Steps are presented out of order, class rearranges them in correct order. E. Class use of tape recorder or Tele-Trainer, in order to allow trainees to evaluate their own speech in customer-contact situations. (Printed dialogues are available from the N.Y. Telephone Co.) F. Evaluation of trainee ability to fill out sales slips and cashier's receipts after reading Basic Retailing, Unit 25, Retailing Principles, Part 15

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DISTRIBUTIVE-MERCHANDISING OCCUPATIONS,SPECIFICS

Grocery Checker - Shipping Clerk

MAJOR-UNIT-CONTENT	CLOCK HOURS	APPLIED READING COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED GRA
Unit Six				
1. Cashier-Wrapper and Grocery-Checker		READING TO UNDERSTAND THE DUTIES AND TECHNIQUES OF OF A CASHIER-WRAPPER AND GROCERY CHECKER	1. LEARNING THE TECHNICAL TERMINOLOGY OF THE CASHIER AND CHECKER	1. PRESENT INFORMAT LIST, CH DIRECTORY
A. Types of Retail Stores and their Wrapping Systems B. Wrapping and Bagging of Goods C. Cash Register Operation D. Making Change and Computing Sales Tax		A. Identifying problems while reading. How would you handle these situations? EX. Wrapping oddly shaped packages, punching the wrong key on the register and having to adjust customer's receipt. B. Reading for overall view 1. Guide-lines to well wrapped packages (appropriateness, durability, attractiveness) 2. Understanding the advantages of the three different wrapping systems(salesperson, department or central wrap)	A. How technical terms are explained 1. Picture or diagram EX. Photo of register to explain the parts 2. Step by step description of the appearance of a procedure 3. Definition, directly given or by comparison with familiar terms EX. Using the image of tapered trousers to explain the concept of tapered bagging (larger and heavier objects packed first) B. Determining the meaning of unexplained terms 1. Using context EX. Machine register - "The machine register contains no totals from the previous computations."	A. Decidi kind of l use 1. List a sample tration EX one might stock in ular stor list of t inventori Basic Ret Unit 15 2. Lis exact inf EX. name of items B. Inter Charts 1. Read using col row headi locate in EX. Quant item on a

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Grocery Checker - Shipping Clerk - Sales Clerk

COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED GRAMMAR - USAGE	METHODS AND MATERIALS	EVALUATIONS
DERSTAND THE CHNIQUES OF RAPPER AND ER problems . How would ese EX. Wrapping packages, wrong key er and just ceipt. overall s to well ages ness, attractive- ing the f the three rapping sperson, r central	1. LEARNING THE TECHNICAL TERMINOLOGY OF THE CASHIER AND CHECKER A. How technical terms are explained 1. Picture or diagram EX. Photo of register to explain the parts 2. Step by step description of the appearance of a procedure 3. Definition, directly given or by comparison with familiar terms EX. Using the image of tapered trousers to explain the concept of tapered bagging (larger and heavier objects packed first) B. Determining the meaning of unexplained terms 1. Using context EX. Machine register - "The machine register contains no totals from the previous computations."	1. PRESENTING INFORMATION IN LIST, CHART, AND DIRECTORY FORMAT A. Deciding which kind of list to use 1. Lists used as a sample or illustration EX. How one might inventory stock in a particular storeroom(a list of types of inventories)Refer: Basic Retailing, Unit 15 2. List of exact information of EX. name and number of items in stock B. Interpreting Charts 1. Reading title, using column and row headings to locate information EX. Quantity of item on a certain [illegible]	1. CASHIER-WRAPPER AND GROCERY CHECKER TECHNIQUE A. Reading to understand the techniques Retailing Princip. parts 16 and 18 Basic Retailing units 26 and 27 B. Discussion, after reading, about the three wrapping systems. Class outlines (in chart form) the advantages of each system Basic Retailing Unit 27 C. Filling out cashier's receipts Retailing Princip. part 15 Fund. of Selling Chap. 10 Basic Retailing unit 25	1. CASHIER-WRAPPER GROCERY CHECKER A. Reading tests 1. Filling in the names of the cash register parts on a blank chart of same 2. Completion test on cashier techniques EX. Always pack(heavier) objects in the bottom of the grocery bag. 3. Teacher-made quiz on the purposes and advantages of the three different wrapping systems B. Informal evaluation of ability to fill out cashier's receipts without errors and omissions.

DISTRIBUTIVE-MERCHANDISING OCCUPATIONS SPECIFICS - BASIC EDUCATION - LANGUAGE ARTS

Grocery Checker - Shipping Clerk - Sales Clerk

MAJOR-UNIT-CONTENT	CLOCK HOURS	APPLIED READING COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED GRAMMAR - USAGE	METHODS AND MATERIALS	EVALUATIONS
UNIT SIX (Cont'd.)		C. Reading for Important Data 1. Defining words after examining rest of sentence EX. Define "durable" Sentence: "Use paper and twine that are durable enough to withstand rough handling." D. Using informative reading to make responses to questions that are implied but not stated. EX. Read section in text on eye-appealing packages and give reasons why free gift wrapping helps sell merchandise	2. Relating known use of word to technical use EX. intercept or interfere to explain interdepartmental wrapping system 3. Reorganizing related form of known word EX. automation-automatic electronic-electricity C. Learning technical vocabulary and related spellings(families) 1. Cashiering and wrapping EX. remittance-remit-remitted endorsement-endorse-endorsing authorization-author-authority certified-certify-certificate 2. Sales consolidate-solid prospective-prospect verification-verify	2. Using manuals and charts involving money EX. Use of the Post Office Manual to determine shipping costs and the use of tax charts to determine amount of sales tax C. Finding Information in Directories 1. Telephone directory (names and addresses) 2. Zip code directory (zip numbers) 3. Using text index (locating information)	D. Silent reading and exercises on the use of directories. English On the Job Section 22 E. Class-made charts on sales tax, types of retail stores, various wrapping systems, postage fees to major cities.	C. Use of sample telephone books (avail. from N.Y. Tel. Co.) to test for use of a directory. Teacher lists names and students give corresponding page numbers EX. Find the telephone number of a company that repairs cash registers. D. Quiz on use of various charts. 1. How much sales tax on an item costing $4.29? 2. What would the mailing cost be on a ½ pound parcel to area 6? E. Quiz on suffixes EX. Add "ing" to remit, vouch, endorse, hit.

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MANPOWER DEVELOPMENT TRAINING PROGRAM

DISTRIBUTIVE-MERCHANDISING OCCUPATIONS, SPECIFICS -

Grocery Checker - Shipping Clerk -

MAJOR-UNIT-CONTENT	CLOCK HOURS	APPLIED READING COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED GRA
Unit Seven 1. Review Units 1-6		1. Review Units 1-6	1. Review Units 1-6	1. Review
2. PRE-EMPLOYMENT TRAINING A. How to look for a job B. Preparation for an interview C. Filling out employment blanks D. Preparation for employment tests		2. ANSWERING QUESTIONS ON PRE-EMPLOYMENT TESTS A. Selecting best title or main idea 1. Paragraph interpretation a. Picking most general statement that does not contain incorrect or additional information 2. Using context clues to respond to questions asking for definitions 3. Locating specific information after reading entire sentence or paragraph B. Inference 1. Interpreting and following directions 2. Using comprehensive reading to find the correct statement	2. ANSWERING QUESTIONS A. Eliminating obviously wrong answers in multiple choice questions EX. Circle the correct spelling; guvmint, guvernment, govment, government B. Using derivations and other relationships to make "educated guesses" on vocabulary questions EX. credible means: expensive, bankrupt, plausible (place "in" before credible to get incredible - incredible means unbelievable, therefore credible means believable-plausible)	2. PRE-E PREPARA A. Word Questic 1.Revie homony 2.Revie adject adverb 3.Other proble collec nouns respec verb p B.Prepar Person Sheet(r 1.Pract resume time r fill o ment a 2.Usin as a r during

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MANPOWER DEVELOPMENT TRAINING PROGRAM

STRIBUTIVE-MERCHANDISING OCCUPATIONS, SPECIFICS - BASIC EDUCATION - LANGUAGE ARTS

Grocery Checker - Shipping Clerk - Sales Clerk

COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED GRAMMAR - USAGE	METHODS AND MATERIALS	EVALUATIONS
ts 1-6	1. Review Units 1-6	1. Review Units 1-6	1.Review Units 1-6	1. Review Units 1-6
QUESTIONS ON MENT TESTS best title interpreta- most general that does in incorrect onal infor- ntext clues to questions definitions specific n after tire sentence ph ting and directions mprehensive find the atement	2. ANSWERING QUESTIONS A. Eliminating obviously wrong answers in multiple choice questions EX. Circle the correct spelling; guvmint, guvernment, govment, government B. Using derivations and other relationships to make "educated guesses" on vocabulary questions EX. credible means: expensive, bankrupt, plausible (place "in" before credible to get incredible - incredible means unbelievable, therefore credible means believable-plausible)	2. PRE-EMPLOYMENT PREPARATION A. Word Usage Questions 1.Review of homonyms 2.Review of adjective-adverb usage 3.Other usage problems(EX. collective nouns and their respective verb parallels) B.Preparation of Personal Data Sheet(resume) 1.Practice using resume to cut time needed to fill out employment application 2.Using resume as a reference during inter-	2.PREPARATION FOR JOB PLACEMENT A.Practice Tests 1.Paragraph interpretation tests as found in Storekeeper, Arco #112N.Y. 2.Name and number matching tests as found in Clerical and Civil Service Training S.W.Pub.Co., Chi. 1959 3.Pre-employment tests and applications when available from department stores 4.Rexo'd tests on spelling and vocabulary(mult. choice and analogy) to practice "educated guessing" and eliminating obviously wrong	2.Measurement of trainee achievement A. Informal evaluation of pre-employment interviews and test responses B. Correcting a letter for spelling, vocabulary, punctuation and usage C. Examples of vocabulary, sentence and paragraph interpretation tests given under testing conditions D. Student and teacher checklist of goals and achievements

DISTRIBUTIVE-MERCHANDISING OCCUPATIONS, SPECIFICS - BASIC EDUCATION - LANGUAGE ARTS

Grocery Checker - Shipping Clerk - Sales Clerk

MAJOR-UNIT-CONTENT	CLOCK HOURS	APPLIED READING COMPREHENSION	APPLIED VOCABULARY - SPELLING	APPLIED GRAMMAR - USAGE	METHODS AND MATERIALS	EVALUATIONS
Unit Seven (Cont'd.)		3. Answering analogy questions after identifying relationship EX. Plumber is to pipe as carpenter is to ____(wood) C. Reading for general information 1. Using all sources to locate job openings 2. How to secure an interview 3. Questions asked by an interviewer	C. Interpreting test directions and practicing various kinds of test questions 1. Name and number matching 2. Vocabulary pressure tests (defining a set of words within a required time) 3. Analogy tests		B. Silent reading for an understanding of job sources and interview procedures Can I Get the Job, General Motors, 1964 Retailing Principles and Practices, Pt. 9 Basic Retailing Units 41 and 42 C. Constructing a Resume 1. Silent reading and discussion of resume as presented in Can I Get the Job & Fundamentals of Selling, Chap. 27 2. Using resume as a handy reference to fill out application blanks	

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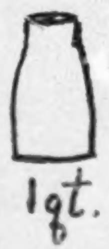
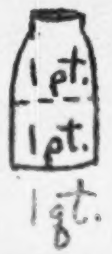
MANPOWER DEVELOPMENT TRAINING PROGRAM

PART II

COURSE: MERCHANDISE - DISTRIBUTIVE OCCUPATIONS, SPECIFICS - BASIC ED. - MATH

UNIT	MATHEMATICS - CONCEPTS AND APPLICATION	HOURS	METHODS MATERIAL AND EVALUATION
1	**REVIEW OF WHOLE NUMBER ADDITION, SUBTRACTION, MULTIPLICATION AND DIVISION** A. Addition and subtraction: Decimal numeration system 1. Base ten and place value EX. 80, 8.0, 8.08 2. Zero as a placeholder EX. 8 to 80, .8 to .08 3. Horizontal and vertical addition and subtraction EX. $14 + 13 = 27$ $\quad \begin{array}{r} 14 \\ +\underline{13} \\ 27 \end{array}$ a. Carrying in addition b. Borrowing and regrouping in subtraction c. Checking arithmetic 1. Proper labeling and placement of entries 2. Checking addition through subtraction and subtraction through addition. 3. Checking placement of monetary symbols. 4. Application a. Addition (Rexographed sales checks) 1. Totaling items on a sales slip 2. Completing a sales check 3. Adding physical inventories b. Subtraction 1. Making change 2. Finding new "on hand" for unit control and bin tickets 3. Figuring stock shortages B. Multiplication and division 1. Multiplication a. Short cut addition using base ten , zero as a placeholder b..Mastery of whole number multiplication including decimals 1. Placing point correctly in product 2. Checking placement of figures in partial product 3. Rounding products to nearest [illegible]		**REVIEW OF WHOLE NUMBERS** A. Pretest on selected examples for individual diagnostic purposes Piper, Gruber and Curry, Applied Business Arithmetic, S.W. Publishing Company, Chicago, 1965 Huffman, Twiss and Whale, Arithmetic for Business and Consumer Use, McGraw-Hill, N.Y. , 1962 B. Remediation instruction using Edwin Stein, Refresher Mathematics, Allyn and Bacon, Boston, 1961 and/or Edward Brice, Arithmetic, Holt, Rhinehart and Winston, New York, 1963 1. Teacher divides class into different remedial groups, based on trainees needs. Trainees needing work on basic concepts use Arithmetic, multiplication tables and other basic charts 2. Both remediation groups may use the SRA Math Kit for for purposes of drilling basic concepts C. Teacher testing and retesting of weakness revealed in pretests, after remediation. Short quizzes, daily, on previous days work. The quizzes are then reviewed in class. If concept is not grasped, another hour of remediation follows. D. Classmade charts to understand equivalents 1. Decimals - decimals : 7.100 = 7.1 = 7.1 2. Decimals - percents : 20% = .20 = .2 3. Unit quantities: 16 ounces = 1 lb., 2 pts. = 1 qt.

UNIT	MATHEMATICS - CONCEPTS AND APPLICATION	HOURS	METHODS MATERIAL AND EVALUATION
1 (Cont'd	c. Application 1. Rexographed forms for making extensions on shipping forms, invoices, purchase orders, sales checks and "Bills of Lading" EX. 4 pens @ 19¢each total = ? 2. Using sales slips to multiply sales tax for practice with decimals EX. 5% sales tax on a $4.35 item = ? 2. Division a. Reverse of multiplication process b. Mastery of long and short division including decimals 1. Estimation (For long division) 2. Rounding numbers to stated decimal places c. Application 1. Finding unit and average prices EX. If 6 items amount to $4.59, what is the average price? If 3 pens cost $.79, how much would one cost? 2. Using division to issue trading stamps and to figure out installment payments 3. Using price and tax charts to check division when determining unit price and sales tax.		E. Organization of student notebook for information Sections of notebook should include : Glossary of basic terms, charts of equivalents and quantities, charts of numeration, sample problems for each phase of job-related mathematics covered in this course outline, and a self-maintained trainee progress chart

UNIT	MATHEMATICS - CONCEPTS AND APPLICATION	HOURS	METHODS MATERIAL AND EVALUATION
2	FRACTIONS, DECIMAL FRACTIONS AND PERCENTAGES A. Use of teacher-made charts of commonly used fractions, decimal and percentage equivalents 1. Fractions in equation form a. Halves, quarters, eighths and sixteenths EX. $\frac{1}{2}=\frac{2}{4}=\frac{4}{8}=\frac{8}{16}$ b. Thirds, sixths and twelfths EX. $\frac{2}{3}=\frac{4}{6}=\frac{8}{12}$ c. Tenths and hundredths EX. $\frac{150}{100}=\frac{15}{10}=1\frac{5}{10}=1\frac{1}{2}$ d. Mixed denominators - adding, subtracting and multiplying EX. $\frac{1}{2}+\frac{1}{4}=\frac{3}{4}$ $\frac{1}{3}-\frac{1}{4}=\frac{1}{12}$ $\frac{2}{3}\times\frac{1}{4}=\frac{2}{12}=\frac{1}{6}$ e. Comparing whole number and fraction division EX. $\$1.00 \div 10 = 10¢$ $100 \div \frac{1}{2} = 200$ 2. Fractions in column form EX. $\begin{array}{rl} & \frac{2}{3}=\frac{4}{6} \\ + & \frac{1}{6}=\frac{1}{6} \\ \hline & \quad\;\; \frac{5}{6} \end{array}$ $\begin{array}{rl} & 6\frac{1}{8}=\frac{1}{8} \quad \frac{8}{8}=\frac{9}{8} \\ - & 3\frac{3}{4}=\frac{3}{4}=\frac{6}{8}=\frac{6}{8} \\ \hline & 3 \qquad\qquad \frac{3}{8} \end{array}$		Fractions and percentages commonly used A. Speed drills using class-made charts of fractions, decimal and percentage equivalents. After trainees have used charts to respond to job questions pertaining to equivalents, teacher shows how to give a customer a "rough estimate" or quote on the cost of a discounted item. EX. A $79.99 item with a 15% reduction - 10% of 80 dollars is $8.00. Half of $8.00(an additional 5%) is $4.00 - Add them together for 15% = $12.00. Subtract the $12.00 from the original price and pay $68. B. Remedial instruction in Stein, Refresher Mathematics, Units 2,3, and 4 and equivalents char; on page 205 Teacher also uses the flannel board to illustrate the definition of a fraction. The flannel board will also be helpful in illustrating how $\frac{1}{2}=\frac{2}{4}$ In remedial groups, decimals should be taught as "money problems" rather than as decimals. Percents should only relate to monetary uses and should always be converted to "money equivalents" rather than decimal equivalents. (Only in remedial groups) C. Overhead projector using transparent overlays to review quantities and measures EX. overlay #1  overlay #2 

UNIT	MATHEMATICS - CONCEPTS AND APPLICATION	HOURS	METHODS MATERIAL AND EVALUATION
2 (cont)	3. Fraction, decimal and percentage equivalents EX. $\frac{3}{4} = .75 = \frac{75}{100} = 75\%$ $\frac{1}{3} = .333\frac{1}{3} = 33\frac{1}{3}\%$. B. Percentages 1. Basic Operations a. Changing percent to decimal and decimal to percent b. Changing percent to fraction c. Finding the percent of a number 2. Payroll a. Computing hours worked EX. Mon.- 7, Wed.-$6\frac{1}{2}$, Fri.-$7\frac{1}{4}$ = ? b. Computing earnings (hours x rate) EX. $34\frac{1}{2}$ hours @$2.25=? c. Finding commission (sales x rate) EX. $1447 sales @ 1% commission = ? commission C. Other applications using fractions, decimals and percentage equivalents 1. Use of equivalents to determine trade discounts, cash discounts, markups and markdowns, sales tax and employee discounts. EX. If a coat lists for $49.50 and sells at a 12% markdown, what will you pay if your boss gives you a 14% employee discount? What would the total be after adding 5% sales tax? 2. Using sample forms to comput unit charges, commissions and wages. EX. If you work 35 hours at $1.60 per hour and earn 2% commission on sales of $1750, what will be your salary before taxes? 3. Word problems based on on-the-job situations using quantities, weights and measures EX. A week ago, the stockroom had $2\frac{1}{2}$ quarts of glue. Now there are only $2\frac{1}{4}$ pints. How much was used?		D. Rosenberg and Lewis, Essentials of Business Mathematics presents problems for class discussion. These are problems that will round off a lesson on a learned concept or motivate lessons on new concepts. E. Fill in quiz to test understanding of the equivalents EX. $\frac{1}{3} = ?\ \%$ $\frac{3}{8} = .\ ??$ $75\% = \frac{?}{4}$ $.45 = ?\ \%$ F. Teacher-made quiz on the ability to elicit the vital facts in verbal problems. Questions do not ask for a computed answer. They ask for an interpretation of the situation. EX. John had 60 cents in his pocket. He spent 30 cents at lunch and 20 cents for carfare. How much money is left? Questions: Which facts will you use in determining the answer The amount John started with The amount he spent for lunch The amount he spent for carfare

UNIT	MATHEMATICS - CONCEPTS AND APPLICATION	HOURS	METHODS MATERIAL AND EVALUATION
3	**A.** Interest, Discount and Purchase Price 1. Defining terms a. Interest, principle, capital b. Yearly rate, timed rate (fractions of a year) c. Various kinds of discounts (trade, employee, sale) 2. Interest formulas (I = P x R x T) a. Interest in savings accounts **EX.** If you put $50 into a 4½% interest account, how much interest would you get in a year? I = P x R x T, I = 50 x .045 x 1 b. Application of interest formula to merchandising **EX.** Installment buying; If you buy an item costing $475, and the interest rate, after having paid in full, has amounted to 12%, how much will you have paid for the item? 3. Discounts and discount series a. Single discount - computing discount and finding discount rate b. Discount series - computing the equivalent rate of several discounts **EX.** 20% trade discount + 10% cash discount on an item that lists for $1000 - amounts to a $200 (trade discount) and an $80 (cash discount) this $280 discount = $\frac{280}{1000}$ = 28% discount **B.** Sales: Profit and Loss, pricing goods 1. Defining terms a. Prices - selling price and cost prise, list price b. Profits - gross and net 2. Application of everyday sales formula a. Gross profit and rate 1. Selling price - cost = gross profit 2. Rate (%) of gross profit = $\frac{\text{net profit}}{\text{selling price}}$		Applying Interest, Discount and Sales Formula **A.** References: 1. Applied Business Arithmetic, Units 6,7,11,12,13 2. Fundamentals of Selling, Chapter 10 3. Essentials of Business Mathematics, Chapters 8 - 12 **B.** Teacher-made charts on the processes involved in solving merchandising equations **EX.** Hours per week = hours per day x number of days Hours per week = 7 x 5 Hours per week = 35 Other simple equations practiced until class is ready for below equation and others listed in column one Rate of net profit = $\frac{\text{net profit}}{\text{selling price}}$ X% = $\frac{3.50}{14.00}$ X% = 25 **C.** Using formula charts with verbal problems 1. Selecting the appropriate equation for situation 2. Practice in substituting numbers for words in the formula and carrying out appropriate steps 3. Reading verbal problems and picking out the facts in order to select appropriate formula (see the appendix - "Practice with verbal problems")

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PART II

COURSE: MERCHANDISE - DISTRIBUTIVE OCCUPATIONS - BASIC ED - MATH

UNIT	MATHEMATICS - CONCEPTS AND APPLICATION	HOURS	METHODS MATERIAL AND EVALUATION
3	b. Net profit and rate 1. Selling price - cost - overhead = net profit or Gross profit - overhead = net profit 2. Rate (%) of net profit = $\frac{\text{net profit}}{\text{selling price}}$ 3. Sample problems A stationery store purchased 25 attache cases at $4 each and sold them for $6.50 each a. Compute the total gross profit and rate b. The related overhead totaled $20, comput the net profit and rate c. Compute net profit per case		D. Solving problems requiring an extra step EX. If a bank account earns 4% interest per year, What is the interest on $300 in 3 months? E. Matching test on definitions of merchandising arithmetic F. Remedial groups must memorize concepts involved in changing equivalents from one form to another before beginning work on the equations. They must also be familiar with the simpler verbal problems based on the basic fundamentals. This entails practice in using context clues to determine whether to add, subtract, multiply or divide. EX. The shipping clerk had 6 items to mail to the same place. She was permitted to put 3 pounds in each parcel. Each item weighed $1\frac{1}{2}$ pounds. How many parcels did she ship? G. For further practice with similar problems, see pages labeled "Word Problems" in Study Exercises for Reading Improvement by Laidlaw Brothers Publishing, Summit, N.J.

PART II

COURSE: MERCHANDISE - DISTRIBUTIVE OCCUPATIONS, SPECIFICS - BASIC ED - MATH

UNIT

4

MATHEMATICS - CONCEPTS AND APPLICATION

I. ADDITIONAL RELATED BUSINESS ARITHMETIC - SKILLS & PROBLEMS

A. Cash Reports (Currency Breakdowns)
1. Daily and weekly reports
EX.

date 9/20/67	open register 9AM	close reg. 5PM
pennies	$1.65	$1.14
nickels	5.65	4.30
dimes	10.00	3.60
one dollars	48.00	60.00
five dollars	45.00	125.00

Practice in preparing neat, accurate cash reports and bank deposit slips

2. Finding errors -
Review of the various methods used to check arithmetic
EX. Adding column of numbers from top to bottom, then repeating the process from bottom to top.

$$\begin{array}{r} \underline{137} \\ 46 \\ 73 \\ \underline{18} \\ 137 \end{array}$$

3. Proving a balance -
Adding or subtracting columns or facts on a ledger sheet in order to prove a balance
EX. Subtracting deductions from gross salary column on a payroll sheet, should equal the net salary
SAMPLE PROBLEM - Fred's gross salary equals 35 hours at a rate of $3.10 per hour. His social security is $1.65. His tax withheld is $3.90. What is Fred's net salary? What is the currency breakdown needed to pay Fred in cash?

HOURS

METHODS MATERIAL AND EVALUATION

I. RELATED BUSINESS ARITHMETIC

A. Cash Reports
1. Essentials of Business Math, Chapter 7, Units 3 & 4
2. Practice in speed computations involved in currency breakdowns
EX. 165 nickels = how many dollars?
three dollars = how many nickels?
3. Class-made charts showing currency breakdown for a register"checkout" or a payroll withdrawal
4. Fill-in quiz using a currency breakdown with gaps (certain ares left blank) Students compute breakdown and fill in gaps
EX. Total $64.79

quarters	dimes	nickels	pennies
3		2	

5. Teacher-made quiz on finding errors. Teacher presents problems with answers. Trainees must check the answer
EX.

$$\begin{array}{r} -\ 852 \\ \underline{609} \\ 154 \end{array}$$

Student adds the answer to the subtrahend and marks the answer incorrect

6. As a check on student understanding of the basic concepts involved in "columns on a line being equal to the balance" class is presented with a payroll sheet containing errors. They must check each line by adding the deductions together and subtracting that answer from the gross pay.

PART II

COURSE: MERCHANDISE - DISTRIBUTIVE OCCUPATIONS, SPECIFICS - BASIC ED - MATH

UNIT	MATHEMATICS - CONCEPTS AND APPLICATION	HOURS	METHODS MATERIAL AND EVALUATION
4	B. Installment Buying and Selling 1. Computing the installment charges a. Defining terms - service charge, carrying charge, credit charge, installment charge or merely, interest b. Using known facts to compute the installment charge as well as the difference between the installment price and the cash price Down payment (monthly payment x number of months) = Installment price c. Computing the installment rate Installment charge = Installment price - Cash price C= Installment charge P= Principal of orig. debt n= Number of installments Rate = $\frac{24 \times C}{P \times (n+1)}$		B. Installment Buying 1. Prior to working with the equations involved, class practices only the act of substituting numbers for letters in the equation EX. Rate = $\frac{24 \times C}{P \times (n+1)}$ $C = 12.50$ $P = 94.00$ $N = 8$ Substitute numbers for letters in the equation 2. Solving simple equations after interpreting the facts as presented in a verbal problem. Teacher must evaluate: a. Ability to interpret verbal problems b. Ability to substitute numbers for letters c. Ability to follow through by solving the equation
	II PRE-EMPLOYMENT TEST PRACTICE A. Review Units 1 - 4 B. Worksheet drills on pre-employment arithmetic skills C. Practice tests including number and verbal problems 1. Number sense (series fraction equivalent problems) 2. What part of one number is another? D. Timed pre-employment tests E. Written performance test 1. Planning time schedule (overview, easier questions first) 2. Type of answers required (proper labeling and placement of answers)		II PRE-EMPLOYMENT TEST PRACTICE A. References - Arco - Practice for Assistant Stockman Test, Practice for Storekeeper Test, Arco, New York, 1965 B. Teacher drill on class and individual weaknesses C. Sample pre-employment tests and discussion of each question D. Techniques involved in answering questions making educated estimates, eliminating obviously wrong answers, selecting the quickest of solving a problem

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MANPOWER DEVELOPMENT TRAINING PROGRAM

BASIC EDUCATION OUTLINE - DISTRIBUTIVE-MERCHANDISING OCCUPATION

GROCERY CHECKER - SHIPPING CLERK - SALES CLERK

APPENDIX

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II	SAMPLE EMPLOYMENT APPLICATION	2 - 3
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IV	EXERCISE SALES CHECK SLIP	5
V	PRACTICE REQUESITION FORMS	6
VI	PRACTICE INVENTORY SHEET	7
VII	ADDING TO VOCABULARY	8 - 9
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APPENDIX I
RULES FOR TRAINEES

In this type of work where the school, the store and you, are all concerned and cooperating together, it is essential that certain rules and regulations be observed.

1. Trainees should speak with their counselor about any part-time employment needed while attending this program. Any difficulties arising in regard to your participation in the program shouldbe discussed with your counselor.

   QUESTION: What kind of problems should you take to your counselor?

2. The employer (and the school) expect you to report on time. Failure to do so may cause other employees to work overtime.

   QUESTION: Why do employers object to lateness?

3. If you are ill, immediately notify your counselor that you will be absent. Only serious illness can be considered a legitimate excuse for remaining away from school or work.

   QUESTION: When should you notify your counselor if you will be absent?

4. You should dress properly for your work. Your shop teachers will discuss proper dress with respect to public contact and safety.

   QUESTION: What two things influence your dress while at school?

5. Fire laws prevent the permission of smoking in the classroom. Due to the nature of many of our rooms(machines, storage)smoking is permitted only where designated.

   QUESTION: For what reasons is smoking allowed only in certain areas?

APPENDIX II

APPLICATION FOR EMPLOYMENT SAMPLE FORM **IN THE EVENT THAT YOU ARE EMPLOYED THIS BECOMES PART OF YOUR PERSONNEL RECORD, THEREFORE IT IS IMPORTANT THAT YOU ENTER ALL INFORMATION NEATLY, ACCURATELY AND COMPLETELY.**	**DO NOT WRITE IN THIS SPACE** P 1 2 3 4 E 1 2 3 4 R 1 2 3 4

Last Name (Print Clearly)	First Name	Middle Name	Maiden Name	Husband's or Wife's First Name

Number and Street	City, Postal Zone and State	Tel. No.	Social Security No.

Date of Birth	Age*	Single ☐ Divorced ☐ Separated ☐ Married ☐ Widowed ☐	No. of Dependents	Height Ft. in. Weight	American Citizen Yes ☐ No ☐

*THE NEW YORK LAW AGAINST DISCRIMINATION PROHIBITS DISCRIMINATION BECAUSE OF AGE.

Schedule Preferred: Full Time ☐ Mid-Day ☐ Evenings and Saturdays ☐ Other:	Position Desired: Sales ☐ Office ☐ Other:	State Salary Desired (Optional)

Relative in our employ? Yes ☐ No ☐	If so, in which store or dept.	Name of Relative	Read ad in which paper	Referred to us by Macy Employee Name of Employee

Have you ever been employed by Macy's before? Yes ☐ No ☐	If yes, under what name were you employed?	Position and Dept.	Dates Employed

EDUCATION

SCHOOL	NUMBER OF YEARS	GRADUATED YES	GRADUATED NO	NAME AND LOCATION OF SCHOOL	MAJOR SUBJECT OR SPECIALIZATION	DATES ATTENDED
Grammar						
High School						
College						
Other						

PREVIOUS EMPLOYMENT

PLEASE ACCOUNT FOR ALL TIME SINCE LEAVING SCHOOL, INCLUDING CURRENT EMPLOYMENT AND PERIODS OF UNEMPLOYMENT. STATE IF ANY OF THESE EMPLOYERS ARE RELATED TO YOU.

DATES EMPLOYED	BUSINESS NAME AND ADDRESS	JOB TITLE AND DUTIES	REASON FOR LEAVING	SALARY
From: To:	Last or Present Employer Address			
From: To:	Previous Employer Address			
From: To:	Previous Employer Address			
From: To:	Previous Employer Address			
From: To:	Previous Employer Address			
From: To:	Previous Employer Address			

PLEASE ANSWER ALL QUESTIONS ON REVERSE SIDE

Referred by	Test Scores	Second Interview

APPENDIX III

Practice Sales Slip (Retail)

______________________ 19____

SOLD TO______________________

ADDRESS______________________

CLERK	DEPT.	AM'T REC'D

QUAN.	DESCRIPTION	AMOUNT	

POSITIVELY NO EXCHANGES MADE UNLESS
THIS SLIP IS PRESENTED WITHIN 3 DAYS.

Practice Invoice Form (Wholesale)

SOLD TO ●

SHIP TO ●

CUSTOMER'S ORDER NO.	DATE SHIPPED	OUR ORDER NO.	SHIPPED VIA	TERMS	SALESMAN

QUAN. ORD'D	QUAN. SHIPPED	DESCRIPTION	UNIT PRICE		AMOUNT	

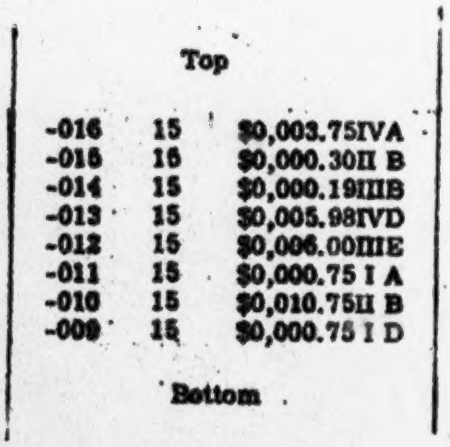
FORM [illegible]

A PRODUCT OF GOLDSMITH BROS., N. Y. 8

APPENDIX IV

EXERCISE

SALES CHECK - SALES SLIP - AUDIT STRIP



Top

-016 15 $0,003.75IVA
-015 15 $0,000.30II B
-014 15 $0,000.19IIIB
-013 15 $0,005.98IVD
-012 15 $0,006.00IIIE
-011 15 $0,000.75 I A
-010 15 $0,010.75II B
-009 15 $0,000.75 I D

Bottom

Fig. 1

Each sales slip gives a record of each reegistration; shows the consecutive number of the transaction; the register number; the amount; the department number; and the salesperson's initial.

The tape used in cash registers may be called a sales check, a sales slip, an audit strip or simply, a register tape.

Sales slips coming from different registers may look a little different in the way they are set up, but they all give the same basic information.

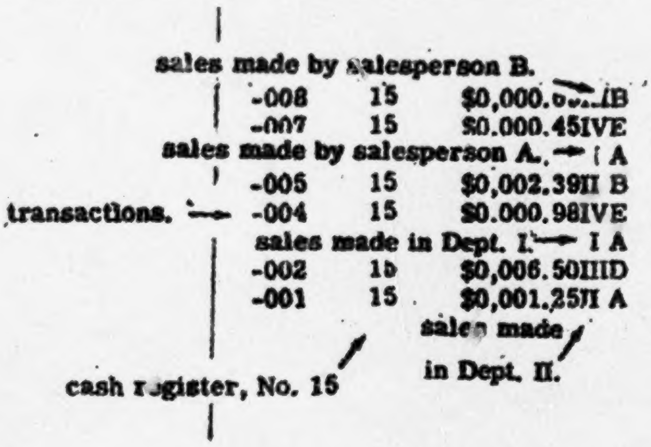

sales made by salesperson B.
-008 15 $0,000.[illegible]IB
-007 15 $0.000.45IVE
sales made by salesperson A.
I A
-005 15 $0,002.39II B
transactions.
-004 15 $0.000.98IVE
sales made in Dept. I.
I A
-002 15 $0,006.50IIID
-001 15 $0,001.25II A
sales made in Dept. II.
cash register, No. 15

Fig. 2

This detailed sales slip gives a permanent printed record of the day's business.

QUESTIONS:

1. What does a sales slip show?
2. Why do sales checks show all the information shown in the above diagram?
3. List the department keys shown in Fig. 1.
4. List the keys for salesperson shown in Fig. 2.
5. What keys would you press down on to ring up $2.39?
   (Look at the diagram on your Information Sheet.)

PRACTICE REQUISITION FORMS

DUPLICATE THIS COPY TO BE KEPT BY FOREMAN UNTIL GOODS ARE RECEIVED.

REQUISITION

DATE ____________

FROM ____________ DEPT.

WANTED ____________

FOR { ORDER NO. ____________ REPLACEMENT EQUIPMENT

QUANTITY	DESCRIPTION

➪ REQUISITIONS FOR ARTICLES NOT CARRIED MUST BE APPROVED BY WORKS MGR. BEFORE PURCHASE IS MADE.

APPROVED ____________ SIGNED ____________

FOREMAN WILL NOT USE THIS SPACE

PURCHASE ORDER NO. ____________

ORDERED FROM ____________

P

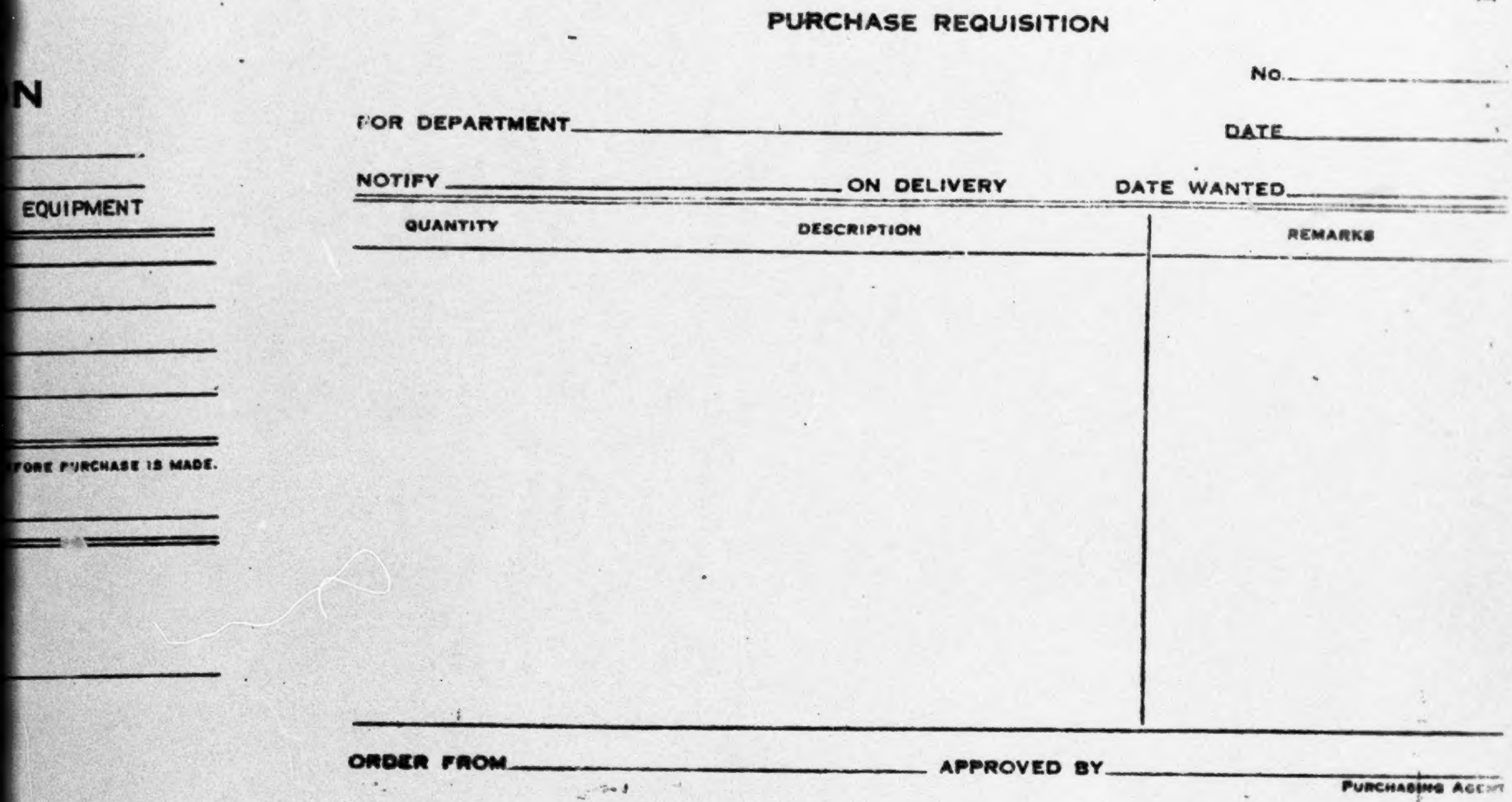
FOR DEPARTMENT ____________

NOTIFY ____________

QUANTITY

ORDER FROM ____________

PRACTICE REQUISITION FORMS



N

EQUIPMENT

FORE PURCHASE IS MADE.

PURCHASE REQUISITION

No.____________

FOR DEPARTMENT____________________ DATE____________

NOTIFY____________________ ON DELIVERY DATE WANTED____________

QUANTITY	DESCRIPTION	REMARKS

ORDER FROM____________________ APPROVED BY____________________
PURCHASING AGENT

Practice Inventory Sheet

ABC Company
[redacted]

[redacted] store # —

PROGRAM:

DESCRIPTION:

STORED IN

ROOM No.

BIN No.

RECEIVED			DELIVERED TO [redacted] DEPT.				
DATE	REQ. NO.	QUANTITY	DATE	QUANTITY	SHOP NO.	TO WHOM	ON HAND

APPENDIX VII

"Adding To Your Vocabulary - - - Business Terms You Should Know,"

from

"TEXT-WORKBOOK FOR DISTRIBUTIVE OCCUPATIONS" prepared by

Eugene J. Corenthal and Elias S. Tyler
for M.D.T.P. - Board of Education

manufacturer
wholesaler
retail stores
channels of distribution
physical distribution
business forms
selling jobs
non-selling jobs
standards of performance
shipments
work habits
accuracy
cooperative
initiative
trustworthy
shipping documents
carriers
progress chart
sharp-edged tools
crates
stock
refuse
dolly
safe working habits
producer
final user
made to order
direct selling
middleman
retailer
packaged bread
distributors of goods
system of distribution
catalog
advertising matter
order forms
mail-order selling
direct retailers
coin-operated machines
locations
convenience goods
shopping goods
specialty goods
brand name
central shopping districts
shopping center
single-line store
specialty stores
department stores
variety stores
cash
credit
supermarket
self-service stores
discount stores
chain stores
wholesale distributor
one line of products
exclusive distributor
credit terms
jobber
brokers

percentage
independent businessman
commission basis
stock on hand
supplier
want slip
master stock list
stock record card
bin ticket
purchase requisition
legible
accurate
abbreviation
vendee
vender
unit price
extension
trade discount
cash discounts
invoice
allowances
extra dating
F.O.B. point
in-transit
purchase order register
permanent record
order clerk
approved
processing
shipping memorandum
order picker
perfect condition
out-of-stock
itemized
authorization
shipping copy
customer's copy
packing slip copy
office copy
back-order copy
approximate shipping date
billing clerks
fragile
regulations
shipping container
cardboard
corrugated board
plastic
cushioning
shredded paper
excelsior
gummed tape
coated

check-off
partition
line-a-box
"H" wrap
bulky goods
gift box
cut-to-size
marking

weighing
via
carrier
special care
marking material
routing
parcel post
fourth class mail
exceeding
standard parcel post
special handling
air parcel post
addressee
Railway Express Agency
freight
consignor
consignee
door-to-door service
trailer truck
forward the shipment
tariff
zoning system
local zone
delivery zone
carload lot (CL)
truckload lot (TL)
L.C.L.
L.T.L.
classification tariff
rate tariff
registry
shipping record
shipping documents
bill of lading
contract
straight B/L
order B/L
express receipt
freight waybill
in-transit
arrival notice
on hand notice
delivery receipt
incoming shipments
carrier's receipt
receiving book
receiving record
quantity
packing list
direct check
blind check
quality
price-ticketing
forward stock
pre-retailing
taking inventory
gummed label
string tag
clip ticket
marking code
coded price tag
marking machine
electronic data processing
reserve stock
stock control
stock rotation
inventory value
physical inventory
book inventory

shortage
take-with purchase
check-out desk
re-marking
bagging
soft goods
good will
roll paper
sheet paper
double tie
inner wrap
double wrap

grocery checker
multiple pricing
trading stamps
sales tax
cash register keys
classification
department
floor audit
sale indicator
listing
change fund
non-food item

[illegible] Your Vocabulary.

Directions: The sentences in Column 2 can be completed correctly with a word or words from Column 1. Write the word or words you select in the blank space provided at the end of the sentence.

Column 1

standards of performance
shipments
work habits
accuracy
cooperative
initiative
trustworthy
shipping documents
carriers
progress chart

Column 2

1. An employee will advance on the job if he develops good - ______________

2. Helping your fellow workers is a way of being - ______________

3. Rules and regulations set by an employer for doing a particular job are called - ______________

4. Checking and making entries correctly are examples of - ______________

5. Goods being transported by carriers are known as - ______________

6. The bill of lading is one of the most important - ______________

7. A record of your accomplishments in school is kept on a - ______________

8. Going ahead on your own with work that should be done shows that you have - ______________

9. Railroads, trucking companies and the R.E.A. Express are known as - ______________

10. A person who is honest and dependable is also - ______________

Directions: Sel
com
ans
sen

Column 1

distributors of
system of distri
retailing
catalog
advertising matt
order form
mail-order selli
direct retailer
coin-operated ma
locations

These are examples
what a teacher can
in order to evalua
vocabulary lesson.

eted correctly with
the word or words you
ne end of the sentence.

e on the job ________

kers is a ________

et by an
rticular ________

ries
of - ________

by ________

ne of ________

lish-
on a - ________

with
e shows ________

panies
are ________

and ________

Directions: Select the word or words from Column 1 that best complete the sentences in Column 2. Write your answer in the space provided at the end of each sentence.

Column 1

distributors of goods
system of distribution
retailing
catalog
advertising matter
order form
mail-order selling
direct retailer
coin-operated machines
locations

These are examples of what a teacher can do in order to evaluate a vocabulary lesson.

Column 2

1. The middleman who sells to the consumer is in a business known as ________
2. The consumer who buys from a mail-order house selects the goods he wants to buy from a ________
3. Another name for "channels of distribution" is ________
4. A retailer is an important ________
5. In addition to catalogs, the mail-order retailer may send his customers other ________
6. Automatic vending machines are ________
7. In order to buy from a mail-order retailer, the consumer must fill out and mail an ________
8. Vending machines placed in train terminals and subway stations are in good ________
9. The U.S. Mail is used for ________
10. The retailer who goes to the home of the consumer to sell his goods is known as a ________

APPENDIX IX

DISCUSSION QUESTIONS

I. Why does the approach have such an important influence on the sale?

II. For what reasons do customers enter a retail store?

III. How can a salesperson make a customer feel welcome?

IV. What can a salesperson do in his approach to make his customer feel he will get good service?

V. What can a salesperson do to acknowledge a customer who has not been served?

VI. What should you do if the customer says he only wants to look around?

VII. Why is it so important that customers be given prompt attention?

VIII. What are two expressions to avoid when first approaching the customer? Why?

IX. What is a good way to greet the customer that is a more positive approach?

X. Describe how a customer should feel when he is approached in the right way by the salesperson.

APPENDIX X

An example of comprehension questions that teacher can design after selecting a job-related reading selection.

Questions for Understanding

1. How does each of the following types of retailers reach the consumer?

   a. Store operators

   ____

   b. Direct retailers

   ____

   c. Mail-order retailers

   ____

   d. Automatic vending machine retailers

   ____

2. Name four products that are sold in automatic vending machines:

   a. ______________ c. ______________

   b. ______________ d. ______________

3. a. Explain the difference between mail-order retailers and direct retailers.

   ____

   b. Explain the difference between retail store operators and automatic vending machine operators.

   ____

4. What type of retailer is each of the following well-known firms?

Name of Firm	Type of Retailer
Macy's	
Avon Products	
Sears-Roebuck Company	
The Canteen Corporation	
Fuller Brush Company	
Montgomery Ward	

APPENDIX XI

AMS ARITHMETIC PROGRAM

Review Problems

The purpose of the AMS Arithmetic Program is to encourage students to develop skill and accuracy in the arithmetic computations that they will use frequently in their adult life regardless of the type of business they may enter.

Emphasis is placed upon the use of knowledge and skill in arithmetic. However, many of the problems are stated in terms of simple application to business situations since the ability to use arithmetic in practical situations is important. The problems are the type that should be understood by students regardless of whether they have had any training in business.

The following review problems are typical of the types of problems to be included in the Arithmetic Program test. It is recommended that these problems be reviewed with the students and by the teacher, using the customary classroom approach. Because the review problems are provided, students are expected to make a perfect score on a test in order to qualify for an AMS Certificate.

1. The following problem requires you to determine the amount of cash received by a business, the amount of cash paid out, and the balance of cash remaining. The cash balance is computed by subtracting the total amount of cash paid out from the total amount of cash received.

Cash Received	Cash Paid Out
$397.98	$139.71
148.77	386.69
2.63	72.28
45.50	109.03
838.74	41.17

a. Total Cash Received ______________

b. Total Cash Paid Out ______________

c. Cash Balance ______________

2. An operating business starts the month with some cash on hand, takes in additional cash during the month and pays out cash. Determine the cash balance at the end of the month. To solve the problem: (1) add the cash balance at the beginning of the month to the amount of cash received; (2) subtract the amount of cash paid out during the month.

$1,367.42 - Cash balance, January 1
9,845.19 - Cash received during January
a. $ - Total Cash
7,492.05 - Cash paid out during January
b. $ - Cash balance, January 31

3. Businesses generally deposit cash received in a commercial bank account and make payments by check. Cash "deposited" is the cash put in the bank against which "checks" are written. The company keeps a check stub or other record upon which it keeps a running balance of cash in the bank. It adds each deposit to the balance and subtracts each check that is written. In the following problem you are to compute the bank balance after each transaction.

$15,676.32 - Balance
724.29 - Check # 682
a. $ - Balance
1,218.64 - Check # 683
b. $ - Balance
2,649.72 - Deposit
c. $ - Balance
29.75 - Check # 684
d. $ - Balance
490.28 - Check # 685
e. $ - Balance
950.50 - Deposit
f. $

4. Occasionally it is desirable to determine the average of a series of figures. To find the average, several numbers are added together and the total divided by the number of terms that were added. For example, the average of 30, 42, and 60 is 44. (30 + 42 + 60 = 132. 132 ÷ 3 = 44) Determine the average in the following:

   a. A store sold 620 hi-fi records in April; 846 in May; 730 in June; 548 in July. What was the average number of records sold per month? ____________

   b. The sales of a store for one year were $70,963.20.

      1. What were the average monthly sales? ____________

      2. What were the average daily sales if the store was open 308 days during the year? ____________

5. The following problems provide a review of arithmetic processes involving decimals.

   a. Add the following:

      1. .62, .42, .25, .04 = ____________

      2. 1.2, .063, .45, 1.0 = ____________

      3. $4.50, $.67, $.82, $14 = ____________

   b. Subtract the following:

      1. .059 from .128 = ____________

      2. .546 from 1.48 = ____________

      3. .48 from 2.0 = ____________

   c. Multiply the following:

      1. .32 x .56 = ____________

      2. .66 x 1.2 = ____________

      3. 2.55 x 12.4 = ____________

   d. Divide the following:

      1. 1.75 by .25 = ____________

      2. .63 by .9 = ____________

      3. .69 by 3.0 = ____________

   e. A company paid $653.64 for gasoline. The gasoline cost 31.2 cents per gallon.

      How many gallons were purchased? ____________

   f. A man purchased a TV set on which he paid a sales tax of $14.25. The rate of the tax was 3 per cent.
      What was the cost of the TV set? ____________

Solve the following problems involving fractions and reduce the amount to the lowest denominator:

   a. Add:

      1. 6 2/3 + 3 1/4 = ____________

      2. 12 1/2 + 5 2/3 + 6 5/8 = ____________

      3. 5 1/6 + 21 3/4 + 9 2/5 = ____________

   b. Subtract:

      1. 15 3/4 - 6 1/3 = ____________

6. b. Subtract (Continued)

2. 9 1/3 - 4 5/8 = __________
3. 21 5/6 - 9 3/5 = __________

c. Multiply:

1. 5 5/6 x 7 3/8 = __________
2. 14 7/8 x 8 1/3 = __________
3. 6 x 12 3/7 = __________

d. Divide:

1. 14 2/3 ÷ 5 1/2 = __________
2. 21 3/5 ÷ 10 1/8 = __________
3. 42 1/2 ÷ 18 1/3 = __________

7. a. 50 is 1/2 of 100. What fractional part of 100 is:

1. 25 __________
2. 33 1/3 __________
3. 16 2/3 __________
4. 12 1/2 __________
5. 6 1/4 __________
6. 37 1/2 __________

b. The information above can often be used to simplify computations. For example, the cost of 144 ball point pens at $.33 1/3 each can be computed as follows:
144 x $.33 1/3 = $48. However, since $.33 1/3 is 1/3 of $1, the same result can be obtained by taking 1/3 of 144 which is also $48. Compute the following problems by this method:

Amount of Cost

1. 36 paper back books at 25 cents each: __________
2. 120 pencils at 12 1/2 cents each: __________
3. 48 packages of paper at 16 2/3 cents each: __________
4. 60 pens at 66 2/3 cents each: __________

8. The following problems involve the use of percentage:

a. If you purchased items upon which a sales tax was charged, what would be the amount of the tax?

Amount of Tax

1. Jacket $22, rate of sales tax 3%: __________
2. Radio $114.50, rate of sales tax 2%: __________
3. Used car $875, rate of sales tax 2 1/2%: __________

b. Some businesses give customers a discount if the merchandise purchased is paid for within a specified period of time, such as 2% if paid within 10 days. What is the amount of the cash discount for the following:

	Amount of Purchase	Rate of Discount	Amount of Cash Discount
1.	$362.00	2%	__________

8. b. (Continued)

	Amount of Purchase	Rate of Discount	Amount of Cash Discount
2.	$ 493.85	2 1/2%	
3.	$1,678.80	3%	

c. Determining the "mark-up" on merchandise is a computation that is made frequently by retail stores. Mark-up is the sum that is added to the cost price to arrive at the retail price. Mark-up may be figured as a percentage of the cost price or as a percentage of the sales price. When it is figured as a percentage of the cost price it is called "mark-up on cost." When it is figured as a percentage of the sales price it is called "mark-up on retail" or "mark-up on sales." For example, a store wants to sell an article at a price equal to 33 1/3% more than the $15 it had paid for the article or, in other words, at a 33 1/3% mark-up on cost. Such mark-up would be $5. It is computed by multiplying the $15 cost price by .33 1/3. The sales price based upon the mark-up is then $20. It is computed by adding the $5 mark-up to the $15 cost price. Instead, however, the store might prefer to establish the sales price of the article on the basis of a 33 1/3% "mark-up on retail." Such mark-up would be $7.50. Here is how it is arrived at: The retail price should be considered as equivalent to 100%. Since 33 1/3% is the desired mark-up, the balance remaining (66 2/3%) represents the $15 cost price. Therefore, since 66 2/3% equals $15, 33 1/3% is 1/2 of $15 = $7.50 which is the dollar value of the 33 1/3% mark-up. The sales price based upon that mark-up is then $22.50. It is computed by adding the $7.50 mark-up to the $15 cost price.

What would be the selling prices of the following items?

	Article	Cost Price	% of Mark-up	Selling Price Based on Cost	Selling Price Based on Retail
1.	Electric fan	$ 50.00	30%		
2.	Carpet	$120.00	25%		

d. If a store purchased a lamp for $50 and sold it for $75:

1. What was the per cent of mark-up based on cost? ________

2. What was the per cent of mark-up based on selling price? ________

e. What was the per cent of mark-up on a table that cost $75 and sold for $100?

1. Based on cost ________

2. Based on retail ________

9. When a person borrows money, he is charged interest on the loan. The interest rate is based upon a percentage of the amount borrowed (called principal). The interest rate is quoted on an annual basis. If you borrow $100 for one year (360 days) at 6%, the interest would be $6; for six months, it would be $3; for 60 days (60/360) it would be $1.00. Hence, the interest is computed by multiplying the rate by the principal and by the time. Compute the interest on the following:

	Principal	Rate	Time	Interest
a.	$200	6%	6 months	
b.	$300	7%	60 days	
c.	$190	6%	45 days	
d.	$440	6%	3 months	
e.	$500	5%	1½ years	

10. Some employees in business are paid on an hourly basis and are paid a higher rate when they work overtime. Mike Wilson worked 46 1/2 hours

10. (Continued)

one week, His regular hourly rate is $1.80 per hour. He is paid time and one-half for all hours over 40 that he works in one week. His earnings for the week are computed as follows:

Regular earnings - 40 x $1.80 = $72.00
Overtime earnings - 6½ x $2.70 (1½ x $1.80) = 17.55

Total earnings 89.55

Compute the earnings for the following persons. The regular work week is forty hours and time and one-half for overtime.

	Hours Worked	Regular Rate	Total Earnings
a. Emma Crisler	43	$1.50	________
b. Albert Allen	45½	1.90	________
c. James Whitfield	40	2.12½	________
d. Mary Stone	36	1.66 2/3	________

FOR TEACHERS ONLY

KEY FOR REVIEW PROBLEMS
AMS Arithmetic Program

a. $1,433.62
b. 748.88
c. 684.74

a. $11,212,61
b. 3,720.56

a. $14,952.03
b. 13,733.39
c. 16,383.11
d. 16,353.36
e. 15,863.08
f. 16,813.58

a. $ 686.
b.(1)$5913.60
(2) 230.40

5. a.(1)1.33
(2)2.713
(3)$19.99

b.(1) .069
(2) .934
(3)1.52

c.(1) .1792
(2) .792
(3) 31.62

d.(1) 7
(2) .7
(3) .23

e. 2,095

f. $475

a.(1) 9 11/12
(2) 24 19/24
(3) 36 19/60

b.(1) 9 5/12
(2) 4 17/24
(3) 12 7/30

c.(1) 43 1/48
(2) 123 23/24
(3) 74 4/7

d.(1) 2 2/3
(2) 2 2/15
(3) 2 7/22

7. a. (1) 1/4
(2) 1/3
(3) 1/6
(4) 1/8
(5) 1/16
(6) 3/8

b.(1) $9.00
(2) $15.00
(3) $ 8.00
(4) $40.00

8. a.(1) $ .66
(2) 2.29
(3) $21.875 or $21.88

b.(1) $7.24
(2) $12.346 or $12.35
(3) $50.364 or $50.36

c.(1) $65.00 $71.43
(2) $150.00 $160.00

d.(1) 50%
(2) 33 1/3%

e.(1) 33 1/3%
(2) 25%

9. a. $6.00
b. $3.50
c. $1.425 or $1.43
d. $6.60
e. $37.50

10. a. $66.75
b. $91.675 or $91.68
c. $85.00
d. $60.00

APPENDIX XII

Free Pamphlets to Be Used as Supplementary Materials in Merchandise-Distributive-Occupation:

1. "Your Grocery Dollar
    Grocery Manufacturers of America
    205 East 42nd Street
    New York, N.Y. 10017

2. "Your ABC's of Careful Buying
    N.Y.S. Dep't of Law
    80 Centre Street
    New York, N.Y.

3. "Better Retail Selling"
    Marketing Services
    The National Cash Register Company
    Dayton, Ohio

4. "Tips on Making Change"
    The National Cash Register Company
    Dayton, Ohio 45409

5. "Budget and Expense Record-Where Does Your Money Go?
    Union Dime Savings Bank
    1065 Avenue of the Americas
    New York, N.Y.

6. "Stock Clerk"
    Department of Employment
    Sacremento. Calif.

7. "Some Motivators of Managers"
    By Kahler and Williams
    Alpha Kappa Psi Fraternity
    111 East 38th Street
    Indianapolis, 5, Ind.

8. "Cashier"
    Department of Employment-Labor
    Bureau of Statistics, Womens Bureau"
    Washington 25, D.C.

9. "The Story of Fibres, Yarns and Fabrics"
    E.L. DuPont deNemours CO.
    Public Relations Department
    350 Fifth Ave.
    New York, N.Y.

10. "Man Made Fibres"
    Man made Fibres Producers Association
    350 Fifth Ave.
    New York, N.Y.

11. "How to Pack and Wrap Parcels for Mailing, POD Publication 2"
    Post Office Department
    Washington, D.C. 20260

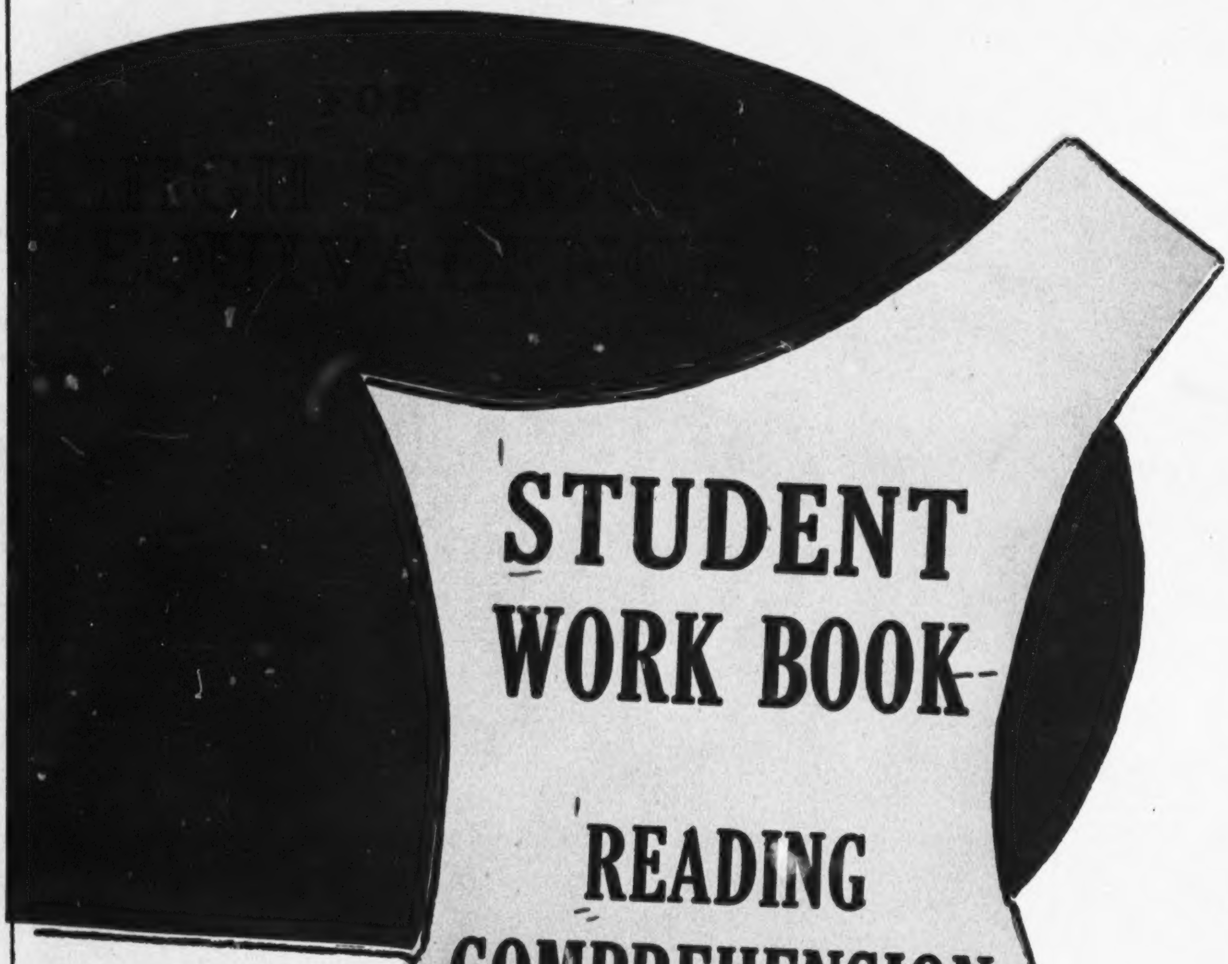
12. "Hidden Values" Series (Specialized Titles, Ex: "Bedding")
    Consumer Education Division
    Sears, Roebuck and Co.
    Chicago 7, Ill.

APPENDIX C

ED0 36608

BOARD OF EDUCATION OF THE CITY OF NEW YORK
BERNARD E. DONOVAN, SUPERINTENDENT OF SCHOOLS

MANPOWER DEVELOPMENT TRAINING PROGRAM
110 LIVINGSTON ST, BROOKLYN, N. Y. 11201
MAURICE D. HOPKINS, ASST. SUPERINTENDENT
HERMAN A. KRESSEL, DIRECTOR



FOR
HIGH SCHOOL
EQUIVALENCY

STUDENT WORK BOOK

READING COMPREHENSION

VT006485

ACKNOWLEDGMENT

The High School Equivalency Diploma Tests, Teacher Guides and Student Work Books were prepared by the Police Cadet Project of the Manpower Development Training Program under the direction of Roger Russell, Project Coordinator; Evelyn K. Sussman, Basic Education Supervisor; and Rhody McCoy, Basic Education Project Supervisor.

The research and writing were done by the following High School Equivalency staff members: Anthony Giordano, Louis Insalaco, Christopher Kittrell, Jay Shapiro, Robert Stoddard, Eva Kerr and LaVerne Thornton.

All High School Equivalency materials were tried in actual teaching situations, evaluated, revised and rewritten in formal form. Special gratitude is experessed to Herman A. Kressel, Director, and Herman Slotkin, Coordinator, for their guidance and support in the preparation of the High School Equivalency materials.

Thanks are extended to Cecilia Chandler for assistance in preparing the Guides, Work Books and Cover.

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Produced by the trainees of the Duplicating Machine Operator Course of the New York City Adult Training Center under the supervision of Lloyd Williams, Instructor, and Algernon P. Henry, Teacher-in-Charge.

STUDENT WORKBOOK

READING COMPREHENSION

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UNIT I. DICTIONARY SKILLS - PRONUNCIATION (Phonetic Spelling)

Accent Marks

A word that has only one syllable has no accent mark.

most such true

When a word has two or more syllables, one syllable is usually pronounced louder than the others. It is accented. The louder, or accented syllable is marked with a heavy accent mark (') behind the accented syllable.

de ny' dir' ty price' less con firm'

How to Pronounce Vowels

The vowels (a,e,i,o,u,y) are each pronounced in several ways. In addition vowels combined (ai, ay, oi, etc.) have various sounds. The dictionary uses a standard set of markings for each vowel sound in the language, no matter which vowels are used to spell them. The explanation of these sounds is found in the front of your dictionary, and is summarized at the foot of each right hand page in the dictionary.

KEY TO PRONUNCIATION OF VOWELS

ā as in āte
ā̇ as in vā̇cation
â as in câre
ǎ as in ǎm
a̋ as in a̋rm
á as in ásk

ē as in ēve
ẹ as in hẹre
é as in évent
ě as in ěnd
ẽ as in makẽr
e as in per: pûr
silent e with le,able, etc., as in able: abl

ī as in īce
ǐ as in ǐll
ǐ as in bǐrd: burd
ǒ as in ǒdd
ȭ as in sȭft
oi as in oil
ou as in out

o͞o as in fo͞od
o͝o as in fo͝ot
ū as in cūbe
ú as in únite
û as in ûrn
ǔ as in ǔp
y as in cry (crî)
y as in baby (babǐ)

schwa (ə)

When vowels are not in the accented syllable in the word, their sounds are slurred over to make an unclear sound (similar to the sound of u in nut). The name given to this sound is schwa and it is indicated by a symbol which looks like a n upside-down (ə). The schwa can stand for any vowel sound which is blurred.

ago	(ə go')	china	(chi' nə)
lemon	(lem'ən)	mountain	(moun'tən)

UNIT I. DICTIONARY SKILLS - PRONUNCIATION (Phonetic Spelling) (Cont'd.)

DICTIONARY MARKINGS PRACTICE SHEET

Location of Information About Pronunciation

The spelling of a word in these symbols is called the phonetic spelling. It is found in parenthesis directly after the original spelling of the word in your dictionary.

Referring to the symbols for vowels given on previous page, rewrite each of the following words, using the correct sound symbols, rather than the regular spelling. Be sure to indicate the accented syllable.

unit ____________________
struck ____________________
surge ____________________
room ____________________
fan ____________________
giant ____________________
shark ____________________
support ____________________
express ____________________
simmer ____________________
producer ____________________
possible ____________________

travel ____________________
trip ____________________
impact ____________________
tank ____________________
perhaps ____________________
churn ____________________
dance ____________________
orbit ____________________
moment ____________________
climate ____________________
mate ____________________
danger ____________________

concur ____________________
mainstay ____________________
know ____________________
melon ____________________
resent ____________________
decided ____________________
contact ____________________
condemn ____________________
precise ____________________
precision ____________________
decide ____________________
decisive ____________________

sympathy ____________________
compliment ____________________
consumer ____________________
element ____________________
bloodstream ____________________
democracy ____________________
president ____________________
prejudice ____________________
pencil ____________________
indicate ____________________
indication ____________________

condemnation ____________________
disturbing ____________________
malicious ____________________
humidity ____________________
mentality ____________________
amusement ____________________
critical ____________________
critique ____________________
consultation ____________________
admire ____________________
admirable ____________________

UNIT II.

WORD ATTACK SKILLS

A. SYLLABICATION

Long words which appear readable often turn out to be words which you know, when they are broken into small parts. The first thing you must do in order to understand what you read is break these difficult words into parts so that you can pronounce them. This process is called syllabication.

Each syllable, or small word part, must have a vowel sound in it. This vowel sound may be made up of one vowel, or two vowels sounded as one. Each new sound makes a new syllable. A silent vowel (like e on the end of a word like rule) does not usually make a separate syllable, except in certain special cases.

Directions: Read the rules for breaking words up carefully. Do each practice group of words, after you have studied the rule and the examples.

Rule 1 - Divide a word made up of complete little words between the little words.

Examples	
handbook	hand book
silkworm	silk worm
freshman	fresh man

Practice

boathouse____________ lightweight____________

mainstay____________

sportsman____________

Rule 2 - When words are made up of root words, prefixes, and suffixes, the prefixes and suffixes are split off from the remainder of the word as separate syllables. Then whatever is left of the word is divided into syllables.

Examples	
treatment	treat ment
denote	de note
striking	strik ing
discover	dis cover

Practice

dullness____________ farmer____________

inbred ____________ insightful ____________

prejudge____________

Rule 3- If a word has double consonants divide between the double consonants

Examples	
approve	ap prove
mammoth	mam moth
billow	bil low

Practice

follow ____________

collective____________

vaccine ____________

accept ____________

coffee ____________

accent ____________

UNIT II. (Continued)

WORD ATTACK SKILLS

A. SYLLABICATION

Rule 4- If two separately sounded consonants come between two sounded vowels, divide between the consonants.

Examples

welfare	wel fare
circuit	cir cuit
purpose	pur pose

Practice

public__________ cactus__________

ultra__________ stigma__________

carbon__________ wisdom__________

Rule 5- When a single consonant comes between two sounded vowels, divide the word in front of the single consonant, so that it goes with the vowel following it.

Examples

adult	a dult
detail	de tail
deny	de ny
student	stu dent

Practice

defense__________ climate__________

patience__________ decay__________

legion__________ label__________

Rule 6- Consonants very often are paired together and when this is done, they make a new sound, which is different from the separate sounds each makes by itself. Some of these combinations which act together as one letter are:

fl sp cr gr pr scr sh wh ch th pl st and many more.

When you break a word into syllables, treat these blends as if they were single consonants, and use Rule 2, 4 or 5, (whichever one applies.)

Examples

fragrant	fra grant
father	fa ther
surprise	sur prise
machine	ma chine
express	ex press

Practice

progress__________ comply__________

athlete__________ program__________

substance__________ improve__________

Exceptions to the Rules Above- Endings like dle, ble, cle, ple on a word are separated from the rest of the word as if they were syllables, even though the vowel in them is silent.

Examples

ladle	la dle
struggle	strug gle
dazzle	daz zle

Practice

baffle__________ ample__________

tremble__________ crackle__________

brittle__________

UNIT II. (Continued)

WORD ATTACK SKILLS

B. Practice Sheet

Directions: Divide the following words into syllables according to the rules on the previous practice sheets.

distortion

holocaust

Crucifixion

dissension

characteristic

population

disturbance

exchange

contumely

fascination

capacity

judgmental

reimburse

responsible

porcelain

resemblance

superintendent

unconscious

unmanageable

rearrangement

productive

vaccinate

unprofessional

phrenologist

physician

haphazard

relinquish

wholehearted

evaporate

unfashionable

candidate

embarrassed

kindliness

knowledge

anesthetic

anachronism

dazzling

tickle

unconcerned

appropriate

foreign

[redacted]

UNIT II.

C. REVIEW: SYLLABICATION & PRONUNCIATION (Phonetic Spelling)

I. **Syllabication**
Directions: Break each of the following words up into syllables. Rewrite the word, leaving spaces between the syllables.

II. **Use of phonetic symbols**
Directions: Rewrite each word a second time, using the phonetic symbols to write the word, rather than its usual spelling. Check with your dictionary on the more difficult ones. Be able to read each of these words aloud.

	SYLLABLES	PHONETIC SPELLING
pleasantry		
didacticism		
collusion		
simile		
rhetorical		
compilation		
connotation		
romanticism		
pentameter		
fallacious		
precious		
ownership		
autocracy		
persuasive		
extravagantly		
fastidious		
metaphor		
paleontology		
unctous		
Federalism		
destitute		
coagulation		
symbiosis		

UNIT III.

VOCABULARY SKILLS-CONTEXT CLUES

A. Recognizing the Meaning of Words in Context

The context of a word is the sentence or group of other words in which it appears. Very often the meaning of the word can be discovered from the other words in the sentence. On this sheet you will find a number of words with three correct meanings for each. On the right are three sentences in which the word is used.

Directions: When you have read the definitions, read each sentence, and write the letter of the correct definition for the word, as it is used in that sentence in the space at the right.

A. correspondence means
- a. agreement
- b. letters
- c. similarity

1. We kept up a heavy correspondence while he was overseas. 1 ________
2. There is no correspondence between the facts as you tell them and as I know them to be. 2 ________
3. There is a close correspondence in each of our life experiences, isn't there. 3 ________

B. draw means
- a. thing that attracts
- b. tie: stalemate
- c. pull; drag
- d. paint; sketch

1. Bob Dylan is the greatest draw among folk-rock singers. 1 ________
2. He had to draw the boat carefully toward the dock so it would not float off. 2 ________
3. They fought to a draw. 3 ________
4. Most people think they can't draw. 4 ________

C. support means
- a. comfort
- b. provide for
- c. endure

1. He could hardly support the constant strain on his resources. 1 ________
2. Very few people can support themselves in the style to which they want to become accustomed. 2 ________
3. Her kindness provided a great deal of support during my difficulties. 3 ________

D. descent means
- a. angestry
- b. sudden attack
- c. fall

1. During the descent of the plane I always get airsick. 1 ________
2. The descent of the forces of Genghis Khan upon China meant disaster to the people. 2 ________
3. He traced his descent back to the Pilgrims. 3 ________

E. minor means
- a. under legal age
- b. lesser
- c. sad; melancholy

1. Music in a minor key is appropriate when you have been unlucky in love 1 ________
2. The minor poets are those not often well read by the average reader. 2 ________

UNIT III. (Continued)

VOCABULARY SKILLS-CONTEXT CLUES

B. NORTH OF THE ARCTIC CIRCLE

Read the following passage. Then follow the instructions for answering the questions.

(1) The land of the Lapps stretches eastward from Finland into Russia, and westward across the top of Sweden into Norway. In this interesting corner of the world, the Lapps follow a way of life that was old and traditional long before any of these four countries existed.

(2) The origin of the Lapps and their strange Stone Age culture is lost to history. It is known only that they came from Asia many centuries ago and that they were driven north by the Finns.

(3) But even before the Lapps moved into their wild northland there were reindeer grazing there. The Lapps are completely dependent on these reindeer and the deer in turn are dependent on sparse deer moss that makes up almost all their diet. Where the reindeer go to graze, the Lapps must follow, year after year; settled villages are almost unusuable except for brief periods during the dark winter months. A family of five needs two thousand deer for the bare necessities of life; and such a herd may need up to two hundred square miles of grazing land.

(4) The Lapps, who call themselves Samied, are short--hardly more than five feet tall--and have pleasant alert features. They are sturdy and courageous; only the fittest survive their rugged life, which is as specialized, as untouched by modern civilization as any on earth.

(5) As hardy as their masters are the reindeer that roam the frozen wasteland. Both male and female have horns--great branching antlers which they shed once a year. These, along with the reindeers' shovellike hoofs, are most useful for digging through deep snow to the moss beneath. A deer can sniff the moss through a three-foot fall of snow, and can shovel through to reach it. During the winter, when the deer cluster around the winter cabins of the Lapps, they plow pathways in the snow so deep that only the tips of their horns can be seen.

1. In paragraph 1, which word means customary ____________
2. In paragraph 2, which word means forced, made to go ____________
3. In paragraph 4, a word meaning strong, robust is ____________
4. In paragraph 5, a word meaning gather in a bunch is ____________

For each of the words which follow there are three correct meanings given. Choose which meaning is used in the story

1. bare in paragraph 3 means
   a. revealed
   b. empty
   c. mere
2. features in paragraph 4 means
   a. traits; characteristics
   b. facial appearances
   c. special attractions

UNIT III. (Continued

VOCABULARY SKILLS-CONTEXT CLUES

C. GENEVA

Reading the following passage:

On the shores of a pale blue lake, there is a town rimmed by mountains and gay with flowers and fountains. In this town diplomants of the Western world and of the Communist world are deep in the realities of the rasping relations between the United States and the Soviet Union, fear of war and the hope of avoiding it. All over the world, newspaper stories datelined Geneva, Switzerland, will appear on front pages and they will deal with issues that one way or another concern all the world's people.

It is a town the world thinks of only in terms of headline-diplomacy and the foreigner. But it is a town that is quite aware of its own past, its own agreeable present and its own plum future, that has its own special attitude toward the foreigners who have made it famous--a blend of careful helpfulness and careful unconcern.

As a setting for living, Geneva is startlingly, almost unreally perfect. The delights of this town are spread out every day -- mountains for climbing and gazing, a lake for sailing, streets and hills for rambling, fine restaurants, cafes for the reflective hour, good company and good talk and decency of manner.

In this society a man contributes not by searching for adventure and goals and great opportunity by doing his own job well and seeing to it that the existing machinery is never thrown out of gear.

Propriety is a reflection of what Switzerland is all about. This is a country that has existed because it has taken care to live within small, secure horizons and has made the preservation of propriety almost a matter of national security.

All this starts young. "Swiss children are over-disciplined and sat-upon little things, "the mothers of boisterous American youngsters complain. "When our small fry return from a party the first question is, Did you have fun?' For the Swiss child it is, 'Were you good?' "

"Being good"--behaving modestly, not pushing, speaking pleasantly--is something every member of a small, prosperous society that intends to remain small and prosperous must practice, and training starts in childhood. Switzerland lives by the safety of tradition, and this does not make for exuberance in children or adults. It is not a question of fault or virtue--but the way a country is.

UNIT III. (Continued)

VOCABULARY SKILLS-CONTEXT CLUES

C. GENEVA (Continued)

Further Directions: Find one of the underlined words in the selection above to fit each of the following definitions. Write the word on the line at the right.

1. rough, noisy, and rude; loud, clamorous, and unruly 1.________________

2. walking or wandering in a leisurely way; strolling 2.________________

3. state of mind; disposition; readiness to act in a particular way 3.________________

4. a sense of what is fitting, proper or suitable; decorum 4.________________

5. engaged in thought; deliberating; meditative; contemplative 5.________________

6. joyous or enthusiastic behaviour; not being restrained or inhibited 6.________________

Mark the following statements True or False on the line at the right.

1. A man who behaves with propriety is one who has lots of property. 1.________________

2. A reflective man spends a great deal of time meditating. 2.________________

3. A society which believes in tradition wishes to preserve its past customs and beliefs. 3.________________

4. Someone who lacks enthusiasm is not likely to be exuberant. 4.________________

5. People with a sense of propriety are likely to very boisterous. 5.________________

VOCABULARY SKILLS-CONTEXT CLUES

D. THE WORLD OF THE WANDERER

(1) You may think that the shabby wanderer who comes to the back door for a handout has no place in society. Actually he belongs to a society of his own. It is a fellowship with its own customs, education system, community center and even it own language. It was this basis of the wanderer's life, this hobo code of the road, that first aroused my interest in the men who use it.

(2) One morning I watched as my neighbor came down the highway and turned into my barn road. To my surprise, he stopped near the barn and studied something for a moment. As he neared the house, he laughed loudly and shouted "How do you like feeding every bum in the vicinity?"

(3) I conceded that we had been feeding an unusually large number of hungry tramps and hobos lately. Times must be getting harder, I explained, for most of the men who came to our door said that they couldn't find work anywhere.

(4) "It's not hard times that brings them here," grinned my neighbor. "You've got a sign on your barn advertising that your wife has a soft heart and falls for a hard luck story."

(5) "What sign?" Naturally I was startled, and I demanded that he explain. Still laughing a little, he beckoned me toward the barn and showed me the sign scrawled there. It was just a crude chalk drawing of a fat cat and some triangles, the kind any kindergarten child might produce, but my neighbor assured me that for all the hobos and tramps who came by, the cryptic symbols were clear. They indicated that any passerby could probably get a handout here. The cat meant "kind woman"; the triangles could be translated as "A sob story will wind a hand-out." One of our first "guests" had left this message for those who followed him.

(6) That incident was my introduction to the secret hobo code, and it started me doing some fascinating research. I found that the hobo code is an extremely simple one. It uses neither numbers nor letters; all the code symbols are rough drawings that look like a child's first efforts with a crayon. A circle, for instance, means "Nothing doing--no hand-outs here"; two lines pointing upward mean "The sky is the limit--the people here are generous indeed." The simple symbols are quite incomprehensible to persons who have not been taught to use the code, but they are immediately understood by hobos everywhere. The hobo picture language is an old code and one that is worldwide. It was probably brought to the United States from Europe at least a hundred years ago. Old-timers in the hobo jungles, or camps, teach it to the young punks--those who are new on the road. For all the men who regularly tramp the roads, the code is an almost indispensible tool for living.

UNIT III. (Continued)

VOCABULARY SKILLS-CONTEXT CLUES

D. THE WORLD OF THE WANDERER (Continued)

(7) Most people use the terms hobo, tramp and bum interchangeably to describe any wanderer who asks for a handout. Actually, although all three types of men may follow the roads, there are differences among them. St. John Tucker, former president of the Hobo College in Chicago, defines the hobo as a "migratory worker," the tramp as a "migratory nonworker," and the bum as a "stationary nonworker." Another authority, Dr. Ben L. Reitman, makes just about the same distinction. He says, "The hobo works and wanders, the tramp dreams and wanders, and the bum drinks and wanders." Both agree that the hobo differs from the tramp and the bum principally in that he is actually a worker. He may not remain long in any one place, but he earns most of his living legitimately.

(8) When offered his choice of two jobs, the hobo will usually head for the one furthest from where he is. He does serve society in his travels; many industries, including lumbering, mining and agriculture, make use of him during their busy seasons. Furthermore, whenever a catastrophe occurs--fire, flood or earthquake--the hobo is on call for work. He constantly seeks variety of experience, something to brag about back in the jungles where he joins his fellows at night.

(9) There are many reasons why a man may become a hobo. Hard times or seasonal unemployment may force unskilled worker to take to the roads in search of jobs. Low mentality, physical handicaps, or old age may make steady work impossible for some men. Discrimination because of race, color or creed may be an obstacle for others. Many men who become hobos are unable to hold a steady job because of severe personality problmes, alcoholism, drug addiction, or simply the inability to get along with others. Then there are some--and they are numerous--who tramp the roads because of an overwhelming wanderlust or restlessness.

Vocabulary Questions

In each of the following questions a definition is given, followed by a paragraph number. Look in the paragraph and write the word which properly fills the description on the line at the right.

1. gift of food or clothing (paragraph 1)
2. Collection of rules, ways of behaviour or customs (paragraph 2)
3. admitted (paragraph 2)
4. summoned; called (paragraph 5)
5. rough; unpolished (paragraph 5)
6. unintelligible; not understandable (paragraph 6)
7. essential; necessary (paragraph 6)
8. wandering; nomadic (paragraph 7)
9. fixed; motionless (paragraph 7)
10. calamity; disaster (paragraph 8)

1.____________
2.____________
3.____________
4.____________
5.____________
6.____________
7.____________
8.____________
9.____________
10.____________

UNIT III.(Continued)

D. THE WORLD OF THE WANDERER (Cont'd.)

For each of the following words, found in the reading, three definitions are given. Go back to the paragraph in which the word is found and decide which is the correct meaning of the word in the paragraph. Circle the letter of the answer.

11. sign (paragraph 5)

    a. gesture; motion
    b. mark; symbol
    c. omen; portent

12. first (paragraph 6)

    a. earliest
    b. of best quality
    c. most important

13. authority (paragraph 7)

    a. one with special knowledge
    b. government official
    c. power; influence

14. steady (paragraph 9)

    a. firm: unshakeable
    b. calm; controlled
    c. regular; continuous

UNIT IV.

VOCABULARY SKILLS-WORD BUILDING

A. Lesson #1

A. dict - speak
clude - close
tend - stretch

Directions: Combine each word part on the left with dict, clude and tend to make nine words that fit the definitions below. Write the words on the line at the right.

pre)
in) clude dict tend
e,ex)

1. keep or leave out ____________________
2. have in mind as a purpose ____________________
3. stretch out; reach ____________________
4. contain; comprise ____________________
5. official proclamation; decree ____________________
6. foretell ____________________
7. shut out or hinder, especially in advance ____________________
8. make believe; claim falsely ____________________
9. charge with a crime, accuse ____________________

B. omni - all
ambi - both; around
semi - partly

Use the prefix omni-, ambi-, or semi-, to complete each word so that it fits the definition.

____________________dextrous (able to use both hands equally well)
____________________present (in all places at once)
____________________automatic (partly automatic and partly hand controlled)
____________________valent (having conflicting feelings,as love and hate)
____________________scient (knowing all things)
____________________conscious (not fully conscious)
____________________vorous (able to eat everything)
____________________civilized (partly civilized)

UNIT IV (Continued)

VOCABULARY SKILLS - WORD BUILDING

A. Lesson #1 (Continued)

C. The root don comes from the Latin donare, meaning "to give." The root grad comes from the Latin gradus meaning "step." Sequ or secu comes from the Latin sequi "to follow." These roots are found in such English words as donate, grade, and sequel.

DIRECTIONS: Use the roots don, grad, and sequ or secu to complete each word so that it fits the definition. Write the word on the right.

1.__________or (one who gives)

2.con________ence (result; effect)

3.__________ually (little by little)

4.pro________te (follow through, as a court case)

5.__________ence (coming of one thing after another)

6.__________uation (completion of a course of study)

7.par________(release from punishment)

8.de________ation (a lowering in rank or station)

D. tain - hold
fer - carry
serve - serve

DIRECTIONS: Combine each word part on the left with tain, fer and serve to make nine words that fit the definitions below. Write the words.

de)
con) tain fer serve
re)

1. Have inside; enclose; include
2. put off to a future time; postpone
3. keep from being damaged, lost or wasted
4. hold or keep in possession; hire; keep in a fixed condtion
5. keep in custody; confine; delay
6. keep back; set apart for later use
7. meet for discussion; converse
8. be worthy of; merit
9. be related; direct a person to someone

UNIT IV.

VOCABULARY SKILLS - WORD BUILDING

B. Lesson #2

A. Aster and astro are roots from the Greek word aster, meaning "star." Aster and astro are found in many English words, such as astrology (foretunetelling by the stars) adn astronomical (pertaining to the study of the stars.)

Other Greek roots that can be combined with aster and astro to make English words are:

metry - measurement
nomos - law or system of laws
naut - traveler
oid - like; similar
isk - small
ics - art; practice; study

DIRECTIONS: With these meanings in mind, write the word from Column II. that matches each definition in Column I.

COLUMN I.

1. science of space travel ____________
2. measurements of stars ____________
3. space traveler ____________
4. starlike flower ____________
5. like a star ____________
6. small star used in printing ____________
7. person who tells fortunes by studying the stars ____________
8. study of the natural laws governing stars & planets ____________

COLUMN II.

aster
asteroid
astronaut
asterisk
astronomy
astrometry
astronautics
astrologer

B. Each word below has three correct definitions given for it. Choose the letter of the best definition for each sentence and write it on the line.

1. accept
   a. believe in
   b. take when offered
   c. agree to

   1. I can't accept your kindness ________
   2. You didn't accept what he said as the truth, did you? ________
   3. I accept the committee's suggestion. ________

2. solution
   a. answer to a problem
   b. mixture

   1. He solved the problem and gave the class the solution ________
   2. A good solution to put on a sprain is epsom salts in water ________

3. start
   a. beginning
   b. sudden movement
   c. advantage

   1. He was in on things at the start ________
   2. Please give us a head start ________
   3. When the door slammed, she gave a start ________

UNIT IV.

VOCABULARY SKILLS-WORD BUILDING

C. LESSON # 3

A. Mono is a root from the Greek word mono, meaning "one." Mono is found in many English words, such as monotone (repetition of the same tone). Poly is a root from the Greek word polys, meany "many." A polyclinic is a place where many diseases are treated. Other Greek roots that can be combined with mono and poly are:

mania - madness, preoccupation
morphos - shape
gamy - marriage
theos - god
graph - writing
gram - writing

Directions: With these meanings in mind, write the word from column II. which fits each definition in column I.

COLUMN I

1. control of one over many things _____
2. marriage to one person _____
3. worship of one god _____
4. having many shapes _____
5. a craze for one thing _____
6. worship of many gods _____
7. design using one letter _____
8. book or article on one subject _____
9. writing many things at once _____

COLUMN II

polygraph
monogram
monopoly
montheism
polytheism
monomania
monograph
monogamy
polymorphic

B. Each word below has three correct definitions given for it. Choose the letter of the best definition to fit each of the accompanying sentences.

1. late
a. tardy
b. dead
c. recent

1. The late president is much missed even today _____.
2. He was so late he was embarrassed. _____.
3. The late edition of the paper is out. _____.

2. revolting
a. shocking
b. rebellious
c. nauseating

1. Air pollution causes many revolting odors. _____.
2. The revolting peasants stormed the castle. _____.
3. There is a revolting murder story in the paper. _____.

3. properties
a. possession of value
b. qualities

1. He sold all his properties before leaving _____.
2. Be careful. That drug has special properties which may cause trouble. _____.

UNIT IV.

VOCABULARY SKILLS-WORD BUILDING

D. Review Exercise #1.

Directions: Circle the letter of the right answer

1. In the word evict, the prefix e most nearly means
   a. in b. beyond c. cut d. against

2. In the word extend, tend means
   a. speak b. stretch c. plan d. have in mind

3. In the word indict, dict most nearly means
   a. demand b. speak c. do d. accuse

4. In the word ambidextrous, ambi means
   a. together b. ambitious c. both d. uncertain

5. In the word transfer, fer means
   a. send b. across c. carry d. prefer

6. In the word confer, con means
   a. meet b. carry c. with d. against

7. In the word detain, tain means
   a. hold b. against c. carry d. continue

8. Theology refers to the study of
   a. Greek roots b. religion c. earth features

9. A culture which practices polytheism
   a. has one god b. has many gods c. does not believe in any gods

10. A book referred to as a monograph
    a. is a study of several subjects b. is a study of handwriting
    c. is a study of one subject d. deals with history

11. A monogamist is likely
    a. to be prosecuted in the U.S. b. is likely to teach in a university
    c. is likely to have no legal problems because of being one here

12. In the word substandard, sub means
    a. above average b. below average c. below or under

13. In the word aspire, as means
    a. toward b. against c. under

UNIT IV.

VOCABULARY SKILLS-WORD BUILDING

E. Review Exercise #2

Directions: Circle the letter of the right answer to each question.

1. Something inadible
    a. cannot be seen. b. cannot be heard. c. is too strong. d. cannot be judged.
2. A malefactor most probably
    a. has done something special. b. has done something wrong
    c. is a master craftsman. d. has bad thoughts.
3. In ancient times, a scribe was most probably kept busy
    a. writing letters for people. b. describing what happened to those who missed it.
    c. told stories. d. painted pictures.
4. A subterranean roadway probably
    a. is not long enough. b. takes up too much room.
    c. has fewer lanes than it needs. d. will require good lighting.
5. A translucent fabric at the windows
    a. will block out the light. b. will let light through.
    c. will fade too easily. d. will be too expensive.
6. A man with poor credibility
    a. does not express himself well. b. does not speak well.
    c. is very unusual d. is not likely to be believed.
7. Actions taken concurrently by the Senate and House on a bill indicate that
    a. that the actions were opposite in effect.
    b. the actions were taken one after the other.
    c. the actions were taken at the same time.
    d. the actions were taken in spite of resistance.
8. A good color contrast is one in which
    a. the colors are very close in tone.
    b. the colors stand out against each other.
    c. the colors are very light colors.
    d. the colors clash with each other.
9. A respiratory infection is one which
    a. effects the hearing.
    b. effects the blood circulation.
    c. effects the breathing system.
    d. would be serious if alcohol is taken at the time.
10. An imperfect piece of work
    a. is far superior to most others.
    b. is not perfect.
    c. is less perfect than most others.
    d. is unattractive.
11. An all-inclusive policy
    a. takes in every possibility.
    b. leaves out most possibilities.
    c. only lets some people in.
    d. can be changed when necessary.

UNIT V.

VERBAL ANALOGY

A. Exercise #1

(JUST AS)

Read each sentence. Think how the words in the boxes belong together. Find a word in the WORD BOX that will go with the underlined word in the same way. There are more words in THE WORD BOX than you will need. Write the one that fits best.

1. **Close is to shut just as stay is to** ________________
2. **Sleep is to slept just as stick is to** ________________
3. **Smart is to stupid just as friend is to** ________________
4. **Turkey is to bird just as bee is to** ________________
5. **Horse is to gallop just as cloud is to** ________________
6. **Wet is to ocean just as dry is to** ________________
7. **Meet is to met just as shine is to** ________________
8. **Chicken is to rooster just as turkey is to** ________________
9. **Hundred is to dollar just as five is to** ________________
10. **Present is to gift just as ask is to** ________________
11. **Shout is to whisper just as wide is to** ________________
12. **Leave is to enter just as danger is to** ________________
13. **Bright is to flame just as dark is to** ________________
14. **Lettuce is to vegetable just as cabin is to** ________________
15. **Touch is to thump just as tall is to** ________________
16. **Jacket is to covering just as insect is to** ________________
17. **Warm is to hot just as crack is to** ________________
18. **Twelve is to eleven just as winter is to** ________________
19. **Between is to among just as pair is to** ________________
20. **Quiet is to silent just as tell is to** ________________

THE WORD BOX

shone
beast
gobbler
shelter
break

nickel
autumn
spring
towering
safety

shadow
remain
insect
creature
amount

several
stuck
drift
reply
enemy

maybe
insist
desert
inquire
narrow

UNIT V.

VERBAL ANALOGY

B. Exercise #2

(JUST AS)
Read each sentence. Think how the words in the boxes belong together. Find a word in THE WORD BOX that will go with the underlined word in the same way. There are more words in THE WORD BOX than you will need. Write the one that fits best.

1. Straight is to curly just as master is to ______________________
2. Stool is to legs just as pail is to ______________________
3. Sting is to bee just as cut is to ______________________
4. Break is to broken just as bear is to ______________________
5. Rattle is to sound just as salty is to ______________________
6. Teeth is to chew just as alarm is to ______________________
7. Shell is to beach just as kettle is to ______________________
8. Tale is to story just as but is to ______________________
9. Lean is to thin just as match is to ______________________
10. Think is to thought just as creep is to ______________________
11. Bean is to seed just as potato is to ______________________
12. Clear is to cloudy just as scatter is to ______________________
13. Baggage is to suitcase just as machine is to ______________________
14. Dust is to dirt just as fog is to ______________________
15. Round is to shape just as beyond is to ______________________
16. Silent is to noiseless just as direct is to ______________________
17. Hum is to sing just as spark is to ______________________
18. Thousand is to number just as harbor is to ______________________
19. Pen is to corral just as stray is to ______________________
20. During is to following just as understand is to ______________________

THE WORD BOX

shelter
handle
order
jacket
distance

beast
crept
root
cloud
except

gather
taste
spread
knife
flame

kitchen
boil
servant
warn
wander

agree
lever
explain
ocean
born

UNIT VI.

MAKING INFERENCES

A. Exercise #1

Directions: Read each selection. Circle the letter of the answer which best completes the thought.

1. Plants, like animals, must be fitted for the places and climates in which they live. In dry desert regions they must be able to exist for long periods

A. without much cultivation.
B. without water.
C. during harsh windstorms.
D. under a hot sun.

2. After many thrilling escapades and wondrous adventures in new lands, the retired sailor was dissatisfied with life at home, which was to him extremely

A. frightening.
B. refreshing.
C. dull.
D. exciting.

3. Domestic animals are often capable of learning tricks, but they are unable to pass these acquired skills on to their offspring. Thus, each animal knows only those tricks that

A. his trainer likes.
B. he has been taught.
C. his ancestors knew.
D. he can learn easily.

4. Examples of gold handicraft are rare because that metal always has been very valuable. When gold objects ceased to be fashionable, they were often melted down, and the metal was

A. used again.
B. thrown away.
C. exhibited.
D. confiscated.

5. Color coordination is the important thing to watch in selecting a travel wardrobe--that is, planning outfits which can be worn with one set of accessories. For extra shoes and handbags can take up much of the space in

A. color schems.
B. suitcases.
C. trains.
D. closets.

6. Your informants are mistaken when they tell you that Galileo believed that the moon was inhabited. In 1616, Galileo wrote a letter clearly stating his belief that the moon was not

A. stationary.
B. inhabitable.
C. rotating.
D. cold.

7. The wind, which came from the North, brought the first snow. For several days the snow fell. On the first afternoon of the storm the snowflakes melted as soon as they touched the ground. However, soon the wind grew colder and more biting, and the snow no longer.

A. melted.
B. fell.
C. froze.
D. blew.

UNIT IV.

MAKING INFERENCES

B. Exercise #2

Directions: Read each selection. Circle the letter of the answer which best completes the thought.

1. The little village had been settled only about fifteen years, and the people had to make whatever they possessed for themselves since there was no way to reach the valley except by horseback over the ridge of the mountains. There were little, low cabins of two rooms each; and the furniture, such as it was, was

A. mainly old mahogany heirlooms. B. roughhewn out of native woods.
C. rather ornate and fancy. D. brought over the ridge.

2. Regardless of the skill with which one describes the giraffe or the quality of the photographs of the animal, its unusual appearance cannot be realized unless

A. the animal itself is seen. B. the pictures are in color.
C. movies rather than still pictures are seen. D. you go to Africa.

3. Since the word "Senate" comes from the Latin for "old man," it implies that, in the time of the Romans, the Senate was made up of men who were

A. educated. B. honest. C. elected. D. elderly

4. We are prone to think of democracy as a system of government rather than as a form of human relationship in which men and women of every class and creed live together in

A. discord. B. peace. C. America. D. cities.

5. For three days, dense fog had covered the city of London. It hung over the Thames River like a heavy veil. It was impossible to see more than a few feet ahead into the gloom. On the bridge over the river, houses were lit up by candlelight even during the

A. day. B. winter. C. night. D. fog.

6. Characters in radio serials are sometimes regarded as real people by enthusiastic listeners. In one case, an upstanding young hero was unjustly accused of murder. A listener volunteered her services as witness, explaining that she had heard the show on the day the crime was committed and

A. deplored its effect on young listeners. B. considered the plot contrived.
C. had turned the radio off. D. knew who was guilty.

7. Primitive decorators were impressed by the beauty of green grass, blue sky, and golden sunset, so they tried to imitate Nature's radiant brightness. Both the sculpture and the architecture of early times were lavishly adorned with

A. gems. B. colors. C. flowers. D. flourishes.

UNIT VI.

MAKING INFERENCES

C. Exercise #3

Directions: Read each selection. Circle the letter of the answer which best completes the throught.

1. Red squirrels are far from antiscoical, but they do not cooperate with one another in times of danger. When an enemy appears on the scene, the first squirrel to see him makes a lot of noise, but the purpose of the noise is to scare the enemy away rather than to

A. enhance his own fear. B. warn his other squirrel friends.
C. bolster up his own courage. D. put the enemy on the defense.

2. A submarine submerges by opening valves which allow water to flow into tanks. The valves are closed when enough water has been taken into make the vessel.

A. lighter than the surrounding water. B. ready for battle.
C. sink to a desired depth. D. safe from attack.

3. Rescue planes have radioed that several survivors of the crash were

A. killed. B. picked up. C. dropped. D. fractured.

4. From almost every household in this small town, volunteers went to the front. Many never returned; those who did come home bore lasting physical and emotional scars. The whole community, for a long time, experienced intense emotion at any mention of the

A. pestilence. B. hospital. C. prison. D. war.

5. The city is bypassed on two sides by large bodies of water, so that there is always a brisk breeze. Sadly, though, the streets are so covered with dust and grit, and the air is so laden with soot that the city's inhabitants who go for a stroll in the evening air invariably return home

A. dewy with dampness. B. covered with grime.
C. tired from their hike. D. full of good spirits.

6. The dog sled traveled stalwartly toward its destination. The dogs plodded on through the blizzard, often through dangerous snow drifts in which, if they had stopped to rest for a minute, they would have been immediately.

A. mistreated. B. buried. C. relaxed. D. detected.

7. Self-styled vigilantes betray the fundamental principle of lawful government. Better that a few guilty men escape punishment than that a ban of private citizens execute immediate vengeance without permitting the accused

A. absolution, by law, of his crime. B. a fair trail under law.
C. a gun for self-protection. D. a chance to escape undetected

UNIT VI.

MAKING INFERENCES

D. Exercise #4

Directions: Read each selection. Circle the letter of the answer which best completes the thought.

1. The new bookkeeper tried to do his job, but he made so many errors that the rest of us wondered why the manager had hired a man of his

A. sincerity B. age C. ability D. nationality

2. People now watch television much more than they listen to the radio. Even when we are just finding out what tomorrow's weather will be, we like to be

A. told B. shown C. entertained D. informed

3. The early Babylonians wrote on soft clay tablets. They made signs on these tablets with the tip of a reed. These tablets were then baked in the sun until they became hard. Thus the written record was made

A. longer B. easily C. permanent D. correct

4. The old hitchin' post belongs to the past, but we still have many of the "horse and buggy" roads that went with it. The unfortunate fact is that, although motor vehicles have improved rapidly, development is lagging behind in

A. roads B. courtesy C. production D. industry

5. Originally there was an abundance of white pine in American forests. However, so many uses have been discovered for this wood that the supply of white pine is becoming more and more sparse. As a result of this situation, white pine is becoming increasingly

A. expensive B. useful C. abundant D. expendable

6. Soon after we had begun building the cabin, the group of us functioned like a well-ordered machine. Since time was at a premium, we had to be

A. careless B. leisurely C. Daring D. efficient

7. The grotesque blurs which appeared where he had hoped to see the smiling faces of his handsome children told the amateur photographer that his

A. instrument was too expensive B. children were truly ugly
C. camera had not been correctly focused D. photography was improving

8. The praying mantis was given this name because it frequently assumes a position with its front legs raised which suggests prayer. This attitude is no true indication of the disposition of the insect, which is one of the most cruel and vicious, feeding not only on other kinds of insects but also on

A. its own kind B. plant juices C. leaves D. beetles

UNIT VI.

MAKING INFERENCES

E. Exercise #5

Good reading comprehension encompasses thinking fast and logically as one reads. One must try not to "fragmentize" the text; try not to see parts of the idea being presented, rather look at the whole thought in its integrated form. Develop a questioning attitude. Try to recognize the writer's purpose, to detect his prejudices or underlying points of view, to check the sequences of his logical analysis. Frame mental questions such as: Why does the writer say that? Has he drawn a logical inference? How do the facts support his conclusions? Cultivate the art of drawing logical inferences once the facts and assumptions have been presented by the writer.

Below you will find several statements, each consisting of a number of facts and assumptions. At the conclusion of each statement are one or two sets of inferences based on the facts or assumptions presented. From each set of three possible inferences, you are to select the one which can logically be drawn from the information in the statement.

1. Some of the books in the display window of this store have yellow jackets. All of the books that are best sellers have green jackets. Some of the best sellers in the window were placed there this morning, but none was placed there after this morning.

INFERENCES

a. All of the books in the display window are either yellow best sellers or green.

b. Some of the books in the window are best sellers and have neither yellow or green jackets.

c. There were some books with green jackets in the window prior to this morning.

2. Coleridge's personality is full of eccentricities. His life was one of integrity. However, he seldom completed a task on which he embarked.

INFERENCES

GROUP I

(a) Coleridge lacked nobility of character.

(b) Coleridge lacked perseverance.

(c) Coleridge never completed an important project in his life.

GROUP II

(a) Coleridge seldom engaged in normal activities.

(b) Coleridge's eccentricities diminished his stature

(c) Coleridge was an honest man.

MAKING INFERENCES

E. Exercise #5 (Continued)

3. A famous general has said that, in his view, politics is far too serious a matter to be left on to politicians. An economist, on the other hand, is too limited in training to operate effectively in politics. Moreover, a lawyer who is trained in politics usually makes the best government office-holder.

INFERENCES

a. Economists as a class should be excluded from politics wherever possible.

b. A man with long and successful experience in the law may not be an effective politician.

c. Training in politics is not essential for success in governmental activities.

4. English, German and Dutch are examples of Germanic languages. Germanic languages are a sub-family within the Indo-European family. Other families are the Semitic languages (e.g. Hebrew and Arabic) and the Malayo-Polynesian languages (e.g. Malayan and Tagalog). The Romance languages, such as French, Spanish and Italian are another Indo-European sub-family.

INFERENCES

GROUP I

(a) It is possible for two languages to belong to the same family of languages, although they do not belong to the same sub-family.

(b) It is possible for two languages to belong to the same sub-family of languages, although they do not belong to the same family.

(c) English is more related to Tagalog linguistically than it is to Spanish.

UNIT VI.

MAKING INFERENCES

E. Exercise #5 (Continued)

GROUP II

a. Some Malayo-Polynesian languages belong to the Indo-European family.

b. There are some Romance languages which are not Indo-European languages.

c. There are some Indo-European languages which are not Romance languages.

5. A granitarian is an herbivorous bird that loves to fly at night. All birds that love to fly at night will attack salamanders in the dark. However, no bird, unless it is a palmigrast, will attack salamanders in the dark.

GROUP I

a. All birds that will attack salamanders in the dark are herbivorous.

b. Only herbivorous palmigrasts love to fly at night.

c. Not all palmigrasts are necessarily herbivorous.

GROUP II

a. There are some herbivorous birds that will not attack salamanders in the dark.

b. Some herbivorous birds are palmigrasts.

c. Palmigrasts love to fly at night.

6. All the volumes of poetry on this shelf are bound either in red leather or in green cloth. All the leather-bound books of poetry are new and were purchased abroad. But some of the books on this shelf are at least 100 years old.

INFERENCES

GROUP I

a. Some volumes on this shelf may be bound in green leather.

b. Some poetry volumes on this shelf are bound in paper.

c. None of the green-cloth books on this shelf is a century old.

GROUP II

a. All of the books in red leather are volumes of poetry.

b. Some of the red books on the shelf were purchased abroad.

c. None of the green books was purchased in this country.

UNIT VI.

MAKING INFERENCES

F. Exercise #6

I.

Emerson said: 'Why should we have only two or three ways of life, and not thousands?

1. Emerson is here pleading for greater
   (a) tolerance (b) individualism (c) faith (d) agressiveness
   (e) courage
2. On the basis of this passage, we may infer that Emerson would be most likely to favor
   (a) the American two-party system (b) imprisonment for nonconformists
   (c) enlightened censorship of the press (d) absolute liberty of action even for criminals (e) the right of everyone to speak his mind freely on all kinds of issues

II.

War alone keeps up to its highest tension all human energy and puts the stamp of nobility upon the peoples who have the courage to face it.

1. This statement was probably made by a
   (a) pacifist (b) militarist (c) father of a son who fell in war
   (d) chauvinist (e) king
2. We may infer from this statement that war
   (a) ennobles as well as destroys (b) tests a nation's strength
   (c) challenges the traditional moral principles of mankind
   (d) leads to technological progress (e) makes everyone tense and courageous

III.

It would seem that the more placid, detached and solitary a man's outer life, the more strenuous and violent his inner experiences are bound to be. It comes to the same thing: if you take care not to be a man of action, if you seek peace in solitude, you will find that life's vicissitudes fall upon you from within and it is upon that stage you must prove yourself a hero or a fool.

1. Solitude provides
   (a) escape from life's vicissitudes (b) a stage for inner struggle
   (c) an active life (d) the more heroic way of life (e) a fool's paradise
2. Life's vicissitudes
   (a) cannot be avoided (b) are avoided only by the hero (c) are the peculiar province of the solitary life (d) are imaginary (e) fall upon the man of action from within

UNIT VI.

MAKING INFERENCES

F. Exercise #6 (Continued)

IV.

"In the land of the blind, a one-eyed man is king."

1. Which of the following most nearly expresses the idea of this maxim?
   - (a) We never appreciate anything fully until we have lost it irretrievably.
   - (b) There is no one so blind as the person who does not wish to see.
   - (c) Courage and determination will enable us to triumph over even the most severe obstacles.
   - (d) All human weaknesses and strengths must be regarded as relative.
   - (e) Misery loves company.

V.

A man that should call everything by its right name would hardly pass through the streets without being knocked down as a common enemy.

1. The writer is pleading for
   (a) honesty (b) tact (c) hypocrisy (d) scholarship (e) frankness

VI.

William Jennings Bryan declared: "You shall not crucify mankind on a cross of gold!"

1. Bryan here is tell us:
   - (a) not to sacrifice human rights for material gains
   - (b) to adopt more humane punishments for lawbreakers
   - (c) to wage war for our religious principles
   - (d) to become pacifists
   - (e) to condemn a man without giving him a chance to defend himself
2. The style of the speaker may be best characterized as:
   (a) metaphorical (b) sarcastic (c) sacrilegious (d) pious
   (e) prosaic

UNIT VI.

MAKING INFERENCES

G. Exercise #7 (Cont'd.)

Directions: Below you will find several statements, each consisting of a number of facts and assumptions. At the conclusion of each statement are one or more sets of inferences based upon the facts and assumptions presented. From each set of three possible inferences, you are to select that one which can be logically drawn from the information in the statement.

1. Matrils and patrils are two different types within the same species. All matrils are green. No patrils are green.

INFERENCES

GROUP I.

(a) All matrils are patrils.
(b) Some patrils may be matrils.
(c) No patrils are matrils.

GROUP II.

(a) All non-green members of this species are patrils.
(b) A non-green member of this species cannot be a matril.
(c) All green members of this species are matrils.

2. Finally, I am often asked what this book is like. I always reply: "It is no good asking me. I am not a good judge. You must ask other people. They will tell you. I have no doubt that when the reviewers get down to it, they will tell you exactly what they think about this book and about me in no uncertain words." The last person I told that to said: "That is all right, but I want to know what you think." I said: "It is no good if I say it is a good book. People will say that I am just a conceited person. You cannot expect me, having spent about five years on it, to say it is a bad book. It would hardly be right to say so."

INFERENCES

GROUP I.

(a) The person making this statement does not think highly of the book under discussion.
(b) The person making this statement does have opinions about the book but refuses to divulge them.
(c) The person making this statement has a high opinion of the discernment of reviewers but a rather low opinion of their honesty.

GROUP II.

(a) The person making this statement has just written a book.
(b) The person making this statement has just read an interesting book.
(c) The person making this statement is reluctant to read the book under discussion.

MAKING INFERENCES

G. Exercise #7 (Continued)

GROUP III.

(a) The person making this statement thinks very well of himself.
(b) The person making this statement is trying to give an impression of great modesty.
(c) The person making this statement is taking pains to avoid the impression of either conceit or excessive modesty.

3. No lamp in this showroom is expensive unless it has been imported. Moreover, no lamp is made of nylon unless it has been hand-stitched. Only lamps made of nylon bear the signature of the designer.

INFERENCES

GROUP I.

(a) No lamp made of nylon is expensive.
(b) Some lamps that are hand-stitched bear the signature of the designer.
(c) Nylon lamps are not imported.

GROUP II.

(a) A lamp in this showroom that is imported from Italy may or may not be inexpensive.
(b) Every imported lamp is made of nylon.
(c) A lamp which bears the signature of the designer is not necessarily hand-stitched.

4. Some of the players on this major league baseball team come from the minor leagues. None of the bonus players on the team has had experience in the minor leagues. However, all the bonus players on this team have been in the major leagues for at least three years.

INFERENCES

GROUP I.

(a) All the baseball players on this team have had experience in the minor leagues.
(b) There may be players on this team who are not bonus players and have not had minor league experience.
(c) The players on this team who are not bonus players have been in the major leagues for less than three years.

GROUP II.

(a) No bonus player on this team has been in the major leagues for more than three years.
(b) Some of the players on this team have been in the major leagues for at least three years and have never had minor league experience.
(c) Many former minor leaguers are members of this team.

UNIT VI.

MAKING INFERENCES

G. Exercise #7 (Cont'd.)

5. All the satires written this year by the "Swift group" of writers are personal and vituperative. Some of the satires in this year's output were written by women. However, none of the satires written by women this year may be considered vituperative.

INFERENCES

GROUP I.

(a) Some of the vituperative satires written last year were the work of women.
(b) More men than women have written satires this year.
(c) No satires written this year by members of the "Swift group" are the work of women.

6. All of the writers in this association who have been active novelists for at least 10 years have received an award at least three times. Thompson, who was admitted to this association last year, has been active as a novelist for five years.

INFERENCES

(a) No writer in the association with less than 10 years of experience as a novelist has received as many as three awards.
(b) Thompson may not have received any award.
(c) All the members of this association are novelists.

Teacher D

ED036608

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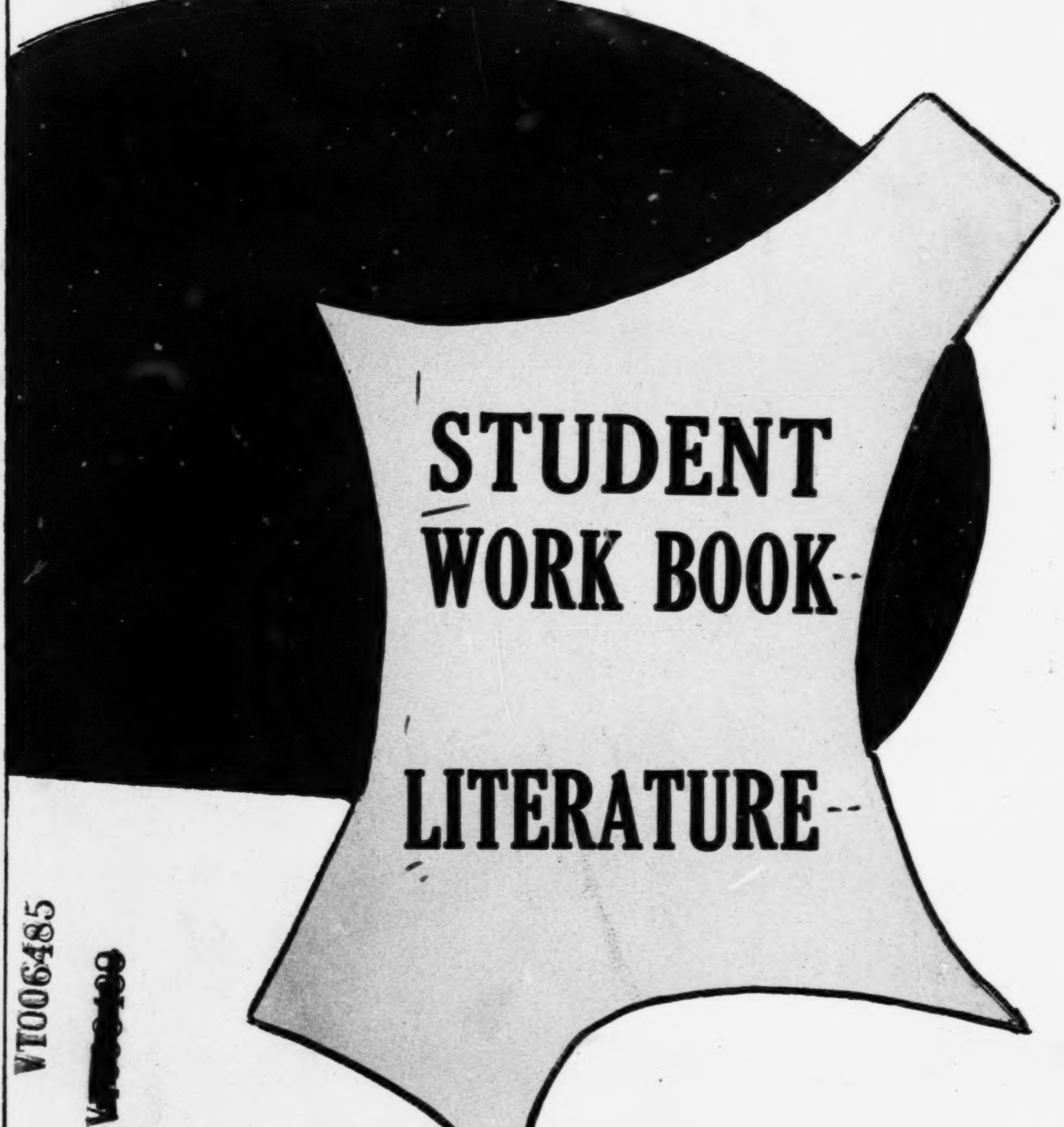

STUDENT WORK BOOK--

LITERATURE--

VT006485

4

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UNIT I

LITERATURE

INTRODUCTION - How to Approach a Poem

A. The Tools of Analysis: four kinds of meaning

1. Plain sense: the writer presents items for consideration.
2. Feeling: expressed by the writer about these items.
3. Tone: the writer's attitude to the reader.
4. Intention: the aims the writer tries to promote.

B. The Object of Analysis: six aspects for discussion

1. **SUBJECT.** What the poem is about:
    - (a) God, religion, philosophy
    - (b) Nature, landscape, beauty
    - (c) Man's life, destiny, birth, death
    - (d) Human love, friendship, romance
    - (e) Childhood
    - (f) Patriotism, war, peace
    - (g) Politics, social verse
    - (h) Satire, hatred
    - (i) The past, fantasy, supernatural
    - (j) Time
    - (k) Say what the subject is.
    - (l) Summarize the bare meaning.
    - (m) Decide if this is a valuable subject for poetry.
    - (n) Say if it is a common subject and if you have met it in any well-known poem.
2. **TREATMENT.** How the theme is presented
    - (a) pure statement or evocative?
    - (b) by rhythm or imagery?
    - (c) obvious or subtle rhythm?
    - (d) what kind of imagery? nature? art? classics? machinery? medicine? religious? etc.
    - (e) what kind of mood? serious? humorous? sincere? insincere? Realistic? symbolic? sentimental? ingenuous? satirical? light? heavy? straightforward? oblique? modern?, out-of-date?
3. **RHETORIC.** What technical means are employed:
    - (a) Words evocative without deep emotion?
    - (b) Figures of Speech: similes, methaphors, hyperbole, personfication.
    - (c) Onomatopoeia, alliteration assonance, etc.

4. FORM. The literary medium adopted:
    - (a) Epic
    - (b) Dramatic: Comedy, Tragedy, History, Romance
    - (c) Narrative: long (the Romance) and short (the Ballad)
    - (d) Didactic: long (in blank verse) and short (Epigram)
    - (e) Satiric: Personal or Social satire
    - (f) Lyric: Ode, Song, Sonnet (Petrarchan or Shakespearean), Elegy, etc.

5. METER AND RHYTHM. The texture of the verse:
    - (a) Blank verse
    - (b) Heroic couplet
    - (c) Free verse
    - (d) Spensarian stanza
    - (e) Ballad stanza
    - (f) Terza rima
    - (g) Ottava rima
    - (h) iambic, trochaic, anapaestic, dactylic
    - (i) strict, monotonous, unvaried, end-stopped, with or without enjambment
    - (j) Is the rhythm subtle or obvious?
    - (k) Is it suited to the subject?

6. VOCABULARY. The raw materials of the verse:
    - (a) Simple or elaborate?
    - (b) Mixed, complex?
    - (c) Specialized? technical terms of trade, profession, war, church, art

UNIT II

LITERATURE

STRUCTURE OF POETRY

One dictionary defines poetry itself as follows:

> "the embodiment, in appropriate language, of beautiful or high thought, imagination or emotion, the language being rhythmical usually, metrical, and adapted to arouse the feelings and imagination..."

A. Rhythm: A key factor of poetry is the rhythm or beat of the language. One way to achieve this rhythm is by using the natural flow of the language. There are also several more technical ways.

1. Meter: poets have made up certain formal rhythms. There are several types of beats, and a certain number to each line of poetry.

(a) Beats
iamb (◡/)
trochee (/◡)
dactyl (/◡◡)
anapest (◡◡/)

(b) Number of Feet (beats) Per Line
trimeter - three beats or feet
tetrameter - four beats
pentameter - five beats
hexameter - six beats
heptameter - seven beats

(c) Parallel Construction: Sometimes Rhythm is created by a repetition of the way a line is written, or the way in which words are arranged.

Where the bricks are fallen
We will build with new stone
Where the beams are rotten
We will build with new timbers
Where the word is unspoken
We will build with new speech.

2. **Rhyme:** rhythm or beat is increased by the use of rhyme, in which the sounds of several words are the same.

   (a) **End rhyme:** the most common pairing of sounds comes at the ends of lines of poetry. It is usually a vowel sound followed by a consonant.

   Row, row, row your boat, gently down the stream
   Merrily, merrily, merrily life is but a dream.

   (b) **Alliteration:** Here the repetition of sound comes throughout the lines and is usually made by consonants. This is used to create a mood, picture or feeling in the reader.

   In a somer seson. When soft was the sonne,
   I shrope me a shrouds. As I a shepe were,

   (c) **Rhyme Scheme:** When the End rhymes (final word rhymes) are arranged in a special, repeating order, in which the last words of certain lines rhyme with the last words of other certain rhymes, the poem is said to have a specific rhyme scheme. Each new repeated sound is designated by a new letter of the alphabet. Example: if the first and third lines of a four line poem rhyme, that sound will be called a. If the second and fourth line of the same poem rhyme, that rhyme will be called b. The rhyme scheme of the poem is thus abab.

3. **Structure:** Poems are arranged into groups of lines, comparable to paragraphs in regular writing. These groupings are called **stanzas**.

   two line stanza - couplet
   four line stanza - quatrain
   sestet - six line stanza
   octave - eight line stanza

4. **Special types of poems**

Poets have established formal rules, setting the number of lines, the arrangement of rhyming sounds and the number of beats to each line. The thought they wish to convey in the poem is then expressed within the limits they have set. The most frequently used forms have special names.

   (a) **Sonnet:** A poem of exactly 14 lines.
      (i.) The Italian or Petrarchean sonnet. The first eight lines of the sonnet, usually called the octave present and develop the poet's idea. The idea is presented in the first quatrain (first four lines),

developed in the next quatrain. The last six lines, known as the sestet reflect on the idea in the first three lines and bring the sonnet to a definite close in the last three. This type of sonnet usually has one of the following three rhyme schemes: the first eight lines are always abbaabba, while the last six may be cdcdcd, cdecde, or cdedce.

(ii.) English or Shakespearean sonnet. Shakespeare divided the sonnet into four independently rhymed quatrains and a final two lines, which in effect present the punch line of the thought presented and developed in the first twelve lines. The rhyme scheme is generally abab, cdcd, efef,gg.

(iii) There are other, less common types of sonnets but the above are the most basic ones which were widely used by poets.

UNIT III

HUMOR

Humor (in both prose and poetry) is used in a variety of ways in literature.

A. Humor for fun

example: Reflection on Ice-Breaking by Ogden Nash

Candy
Is dandy
But liquor
Is quicker.

B. Humor which makes a social, political or philosophic point

Humor which deals with human issues of different types and makes comments about these issues is called wit.

If the witty poem or piece of writing is used to put down, or poke fun at the stupidity, badness, etc. in a situation it is called satire.

Sometimes wit is used to insult, sometimes to clarify something we know, usually to make a serious point by catching the reader by surprise.

LESSON #6

GROWTH OF DEMOCRACY

Topic - Meaning of Democracy

A. Democracy is rule by the people.
  1. Political democracy
    a) right to vote
    b) choice of candidates
    c) government of, by, and for the people

  2. Social democracy
    a) all equal in eyes of the law
    b) equal opportunity
    c) Bill of Rights
    d) Civil Rights
      1) equal educational opportunities
      2) equal access to housing, transportation, recreation, job opportunities

B. Majority Rule and Minority Rights
  1. Discussion of rights

  2. Importance in a democracy

C. Responsibilities of a citizen in a democracy

D. Civil Rights Act of 1964
  1. strengthened voting rights

  2. racial discrimination prohibited in public places

E. Related Vocabulary Lesson #6,

1. prejudice
2. discrimination
3. disenfranchise
4. integration
5. segregation
6. defacto
7. filibuster
8. rights
9. duties
10. responsibilities

LESSON #8

FOREIGN AFFAIRS

Topic - Background of our Foreign Policy

A. Early policy
  1. Isolation
    a) Washington's policy of no "entangling alliances"
  2. Monroe Doctrine
    a) Prevented further colonization of the Americas
    b) Led to United States domination in the Western Hemisphere
    c) Modern usage - Cuba, Dominican Republic
  3. The Spanish-American War
    a) Turning point in American foreign policy
    b) Acquired Puerto Rico, Philippines, and building and owing of the Panama Canal
  4. Foreign policy- Caribbean became an American lake
    a) Theodore Roosevelt
      1) dollar diplomacy
      2) "big-stick" policy
    b) Franklin D. Roosevelt- good-neighbor policy

B. Related Vocabulary Lesson #7,

1. isolation
2. intervention
3. nationalism
4. imperialism
5. colonization
6. "yellow press"
7. dollar diplomacy
8. big stick
9. annexation
10. territory

Review exercise: Each quotation below contains a metaphor, a simile, or personification. Read each line. If it contains a metaphor write M; if it contains a simile, write S; and if it contains personification, write P. Put your answer in the space on the right.

1. Ax blows cut the air/like thawing ice. 1.____
2. The wind swept by, counting its money and throwing it away. 2.____
3. As idle as a painted ship, upon a painted ocean. 3.____
4. Spring has come home with her world wandering feet. 4.____
5. Swift as a snake. 5.____
6. The hemlock hills/ Against the denim sky. 6.____
7. The tiger sun will leap upon you and destroy you. 7.____
8. The lord is my shepherd. 8.____
9. Every root is shaken/ By the cry of dying trees. 9.____
10. Fish in the water gleam/ By silver reeds in a silver stream. 10.____
11. Slowly, silently, now the moon/ Walks the night in her silver sheen. 11.____
12. Proud words wear long boots, hard boots. 12.____
13. Scatter the milky dust of stars. 13.____
14. The moon was a ghostly galleon. 14.____
15. Come see the north winds masonry. 15.____
16. I am the captain of my soul. 16.____

Review Exercise: All of the following questions refer to the above lines of poetry. Write your answers on the space provided after each question.

1. In line 1, what two things are being compared?____________________

2. In line 3, how fast is the ship moving?____________________

3. In line 4, what does the poet mean when he speaks of spring as coming home?____________________

4. In line 6, what color stands out in the image?____________________

5. In line 7, what two things are being compared?____________________

6. In line 8, why is the Lord referred to as a shephard?____________________

7. In line 10, what two things are being compared?____________________

8. In line 11, how does the moon walk in "silver sheen" ?____________________

9. In line 12, what happens to proud (angry, haughty, scornful, etc.) words once they are spoken?____________________

10. In line 16, explain in what way this is a comparison. That is, what two things are being compared, and what is the relationship between the two things?____________________

Review Exercise: Convert the following poem (or its meaning) into prose. Write as much as you like, but do not simply repeat the lines of the poem. Write on this paper.

Night Clouds

The white mares of the moon rush along the sky
Beating their golden hoofs upon the glass Heavens;
The white mares of the moon are all standing on their
    hind legs
Pawing at the green doors of the distant Heavens
Fly, mares!

(A mare is a swift horse.)

Review Exercise: Each quotation below contains a metaphor, a simile, or personification. Read each line. If it contains a metaphor write M; if it contains a simile, write S; and if it contains personification, write P. Put the answers on the space to the right.

1. Freedom is a habit and a coat worn. 1.______

2. People clean as the prayers of Jesus. 2.______

3. The fog comes on little cat feet. 3.______

4. The moon is a lovely lady. 4.______

5. The letters squirmed like little snakes. 5.______

6. The sea creeps to pillage. 6.______

7. We whisper together..as wind in dry grass. 7.______

8. I heard the trailing garments of the night
Sweep through her marble halls. 8.______

9. At last she came to his hermitage
Like the bird from the woodlands to the cage. 9.______

10. The soul selects her own society. 10.______

11. Here the embattled farmers stood
And fired the shot heard round the world. 11.______

12. But the sea, the sea in the darkness calls. 12.______

13. The old moon is tarnished. 13.______

14. Sleep that knits up the raveled sleeve of care. 14.______

15. The worlds revolve like ancient women
Gathering fuel in vacant lots. 15.______

16. Take arms against a sea of troubles. 16.______

17. When the evening is spread out against the sky
Like a patient etherized upon a table. 17.______

18. And, in the powerhouse, the singing dynamos
Make no more noise than cotton. 18.______

19. No man is an island, entire of itself. 19.______

Review Exercise: The following questions are based on the above lines of poetry.

1. In line 2, how clean are the people referred to?____________

____

2. In line 3, what two things are being compared?____________

3. In line 6, to what is the sea being compared?____________

____

4. In line 7, what mood is suggested by the linking of such different ideas?________________________________

5. In line 10, what qualities of the soul are suggested?________

____

6. In line 13, what is the moon's color?____________

____

7. In line 16, describe the kind of man who could follow such advice.________________________________

____

8. In line 18, describe the scene depicted by the image?________

____

____

9. In line 19, explain why this thought is considered a "universal truth."________________________________

____

UNIT V - LITERARY SELECTIONS

Exercise: Circle the letter of the right answer to each question, after reading the poem.

THE MAN HE KILLED

1 Had he and I but met
By some old ancient inn,
3 We should have set us down to wet
Right many a nipperkin!

5 But ranged as infantry
And staring face to face,
7 I shot at him as he at me
And killed him in his place.

9 I shot him dead because--
Because he was my foe,
11 Just so: my foe of course he was;
That's clear enough; although

13 He thought he'd 'list perhaps
Off-hand-like -- just as I --
15 Was out of work -- had sold his traps --
No other reason why.

17 Yes; quaint and curious war is!
You shoot a fellow down
19 You'd treat if met where any bar is,
Or help to half a crown.

(by Thomas Hardy, 1840-1928)

1. Lines 3 and 4 mean
   a. have a drink together
   b. have a few drinks together
   c. to brew ale or beer
   d. none of the above choices

2. The word "because" is used twice in a row (lines 9 and 10), shows that the speaker
   a. had poor grammar
   b. was wounded and found it difficult to speak
   c. was unsure of the real reason he killed the man
   d. was trying to delay so he might conceal the truth

3. Lines 20 means
   a. lend him some money
   b. borrow some money for him
   c. aid him in stealing jewels
   d. help him steal money

4. The speaker killed the man because
   a. he had a long standing grudge against him
   b. he liked war and killing
   c. he was compelled to kill him because of circumstances
   d. the poem does not say why he killed him

5. Why does the speaker repeat to himself his "clear" reason for killing a man?
   a. he was wounded and stammered when he spoke
   b. to convince the reader
   c. to convince himself
   d. to be sure he was heard

6. The poet implies that the two foes
   a. were completely different
   b. had a lot in common
   c. were distant relatives
   d. none of the above choices

7. The man he killed was
   a. heavily armed
   b. unarmed
   c. taken by surprise
   d. shooting at him simultaneously

8. The speaker in the poem is a
   a. soldier
   b. trapped
   c. killer
   d. unemployed

9. The speaker is
   a. an angry, cold person
   b. a friendly, kind person
   c. indifferent to his surroundings
   d. a deliberately cruel person

10. The speaker had
   a. never killed a man before
   b. killed many men before
   c. the poem doesn' indicate

11. The purpose of this poem is
   a. to present a picture of what war is like
   b. to make us realize the irrational quality of war
   c. to show that killing is illogical
   d. to relate the experience of what it feels like to kill a man.

12. The speaker in the poem got his "job" (see question 8)
   a. after great deliberation
   b. quite by accident
   c. against his will
   d. due to circumstances

THE KING JAMES BIBLE

THE IDEAL WIFE

Who can find a virtuous woman? For her price is far above rubies. The heart of her husband doth safely trust in her, so that he shall have no need of spoil. She will do him good and not evil all the days of her life. She seeketh wool, and flax, and worketh willingly with her hands. She is like the merchants' ships; She bringeth her food from afar. She riseth also while it is yet night, and giveth meat to her household, and a portion to her maidens. She considereth a field, and buyeth it; with the fruit of her hands she planteth a vineyard. She girdeth her loins with strength, and strengtheneth her arms. She perceiveth that her merchandise is good; her candle goeth not out by night. She layeth her hands to the spindle, and her hand to the distaff. She stretcheth out her hand to the poor; yea, she reacheth forth her hands to the needy. She is not afraid of the snow for her household, for all her household are clothed with scarlet. She maketh herself coverings of tapestry; her clothing is silk and purple. Her husband is known in the gates, when he sitteth among the elders of the land. She maketh fine linen, and selleth it; and delivereth girdles unto the merchant. Strength and honor are her clothing, and she shall rejoice in time to come. She openeth her mouth with wisdom, and her tongue is the law of kindness. She looketh well to the ways of her household, and eateth not the bread of idleness. Her children arise up, and call her blessed; her husband also, and he praiseth her. Many daughters have done virtuously, but thou excellest them all. Favor is deceitful, and beauty is vain, but a woman that feareth the Lord, she shall be praised. Give her the fruit of her hands, and let her own works praise her in the gates.

(Proverb 31)

1. The expression "She is like the merchants' ships is a
    a) simile
    b) hyperbole
    c) metaphor
    d) personification

2. All of the following qualities have been attributed to the woman except
    a) zealousness
    b) generosity
    c) parsimoniousness
    d) wisdom

3. The author implies that such a woman's husband
    - a) would beome a rich merchant
    - b) is a senator
    - c) need turn to no one else
    - d) is always dressed in scarlet

4. The expression "She eateth not the bread of idleness" indicates she is
    - a) etiose
    - b) indolent
    - c) industrious
    - d) frugel

OZYMANDIAS

I met a traveler from an antique land
Who said: Two vast and trunkless legs of stone
Stand in the desert. Near them, on the sand,
Half sunk, a shattered visage lies, whose frown,
And wrinkled lip, and sneer of cold command,
Tell that its sculptor well those passions read
Which yet survive (stamped on these lifeless things)
The hand that mocked them and the heart that fed;
And on the pedestal these words appear:
"My name is Ozymandias, king of kings;
Look on my works, ye Mighty, and despair!"
Nothing besides remains. Round the decay
Of that colossal wreck, boundless and bare
The lone and level sands stretch far away.

Percy Bysshe Shelley (1792-1822)

1. In line 1, antique land means
    - a) place where antiques are found
    - b) the Middle East, near the ancient city of Antioch
    - c) very old land

2. In line 4, shattered visage means
    - a) a broken face
    - b) a broken mirror
    - c) strange looking scenery

3. trunkless legs are
    - a) and old trunk, abandoned
    - b) an old tree trunk
    - c) legs without a body attached

4. The poem describes
    a. the dead body of a king
    b. the ruined statue of a king
    c. the camp of a desert king

5. Pedestal refers to
    a. the feet of a statue
    b. the base of a statue
    c. the high place of the king, in his lifetime.

6. In line 6, passions refers to
    a. love
    b. passing feelings
    c. strong human emotions

7. The poet is trying to tell us that
    a. everyone dies
    b. earthly power finally means very little
    c. even a king must die
    d. no civilization can last in the desert

8. Ozymandias seems to have been
    a. a friendly ruler.
    b. a cruel and powerful ruler
    c. cannot tell

9. His character is shown by
    a. the end he has come to
    b. the deserted location of the statue
    c. the expression the sculptor captured in the stone

10. The mood of the poem is
    a. light and gay
    b. angry
    c. bitter
    d. somber and thoughtful

ACQUAINTED WITH THE NIGHT

I have been one acquainted with the night.
I have walked out in rain--and back in rain.
I have outwalked the further city light.

I have looked down the saddest city lane.
I have passed by the watchman on his beat
And dropped my eyes, unwilling to explain.

I have stood still and stopped the sound of feet
When far away an interrupted cry
Came over houses from another street,

But not to call me back or say goodbye;
And further still at an earthly height,
One liminary clock against the sky

Proclaimed the time was neither wrong nor right
I have been one acquainted with the night.

1. The poem appears to be a
    a. sonnet
    b. couplet
    c. iambic pentameter

2. The rhyme scheme is
    a. aba aba cdc cdc ee
    b. aba bcb cdc ded ee
    c. aab bbc ccd dde ee
    d. none of the above

3. The "luminary clock in line 12 most probably is
    a. a searchlight
    b. a large clock on a skyscraper
    c. the moon
    d. none of these

4. The mood of the poem is
    a. angry
    b. lonely and sad
    c. cheerful
    d. cannot tell

5. The writer seems to be a
    a. thoughtful and solitary person
    b. one who likes company
    c. cannot tell from the selection

6. The repetition of the many lines which begin with the words "I have" shows a way of creating rhythm through
    a. alliteration
    b. metaphor
    c. parallel construction

POEM - WORDSWORTH

The world is too much with us; late and soon,
Getting and spending, we lay waste our powers:
Little we see in Nature that is ours;
We have given our hearts away, a sordid boon!
This Sea that bares her bosom to the moon;
The winds that will be howling at all hours,
And are up-gathered now like sleeping flowers;
For this, for everything, we are out of tune;
It moves us not. - Great God! I'd rather be
A Pagan suckled in a creed outworn;
So might I, standing on this pleasant lea,
Have glimpses that would make me less forlorn;
Have sight of Proteus rising from the sea;
Or hear old Triton blow his wreathed horn.

Wordsworth, (1770-1850)

Approaching the Poem:

________1. The theme of the poem is most nearly
a) human love, friendship, romance
b) man's spirit, religion, beauty
c) patriotism, war, peace

________2. The form used is
a) the Ballad
b) the Petrarchan, or Italian Sonnet form
c) the Ode

________3. Pure statement of the theme may be found
a) in the octet
b) in the sestet
C) nowhere in the poem

________4. An example of pure statement in the poem would be the line
a) "This Sea that bares her bosom to the moon"
b) "Or hear old Triton blow his wreathed horn."
c) "Getting and spending, we lay waste our powers:"

________5. An example of evocative poetry would be in the line
a) "For this, for everything, we are out of tune;"
b) "The winds that will be howling at all hours,"
c) "We have given out hearts away, a sordid boon!"

________6. In line nine, the exclamation "Great God!" expresses
a) reverence and adoration
b) awe and surprise
c) indignation

________7. Line 5, "This Sea that bares her bosom to the moon," exemplifies
a) onomatopoeia
b) metaphor
c) personification

________8. The names Proteus and Triton are
a) classical allusions
b) nautical terminology
c) theological references

________9. The reader might infer Wordsworth's attitude to be
a) pompous and insincere
b) sentimental and humorous
c) serious and sincere

________10. Wordsworth's vocabulary is generally
a) highly technical and complex
b) simple with ornamental touches
c) symbolic and mystical

WASHINGTON IRVING

Read the selection. Circle the letter in front of the best answer.

> "There are two opposite ways by which some men make a figure in the world; one, by talking faster than they think, and the other by holding their tongues and not thinking at all. By the first, many a smatterer acquires the reputation of a man of quick parts; by the other, many a dunderpate, like the owl, the stupidest of birds, comes to be considered the very type of wisdom."

From Wouter Van Twiller
By Washington Irving

1. How many ways are mentioned here for making a figure in the world?
a. one; b. two; c. quite a few; d. none.

2. The ways of making a figure in the world most nearly means
a. similar b. alike c. exactly opposite d. quite similar

3. Making a figure in the world most nearly means
a. carving a statue b. making a drawing
c. gaining a reputation d. gaining great wealth

4. Making a figure in the world, as discussed here, is applied to
a. everyone b. men only c. many men d. only some men

5. The best word or words that may be substituted for the word men in line one and still retain the author's meaning would be
a. people b. young men c. young ladies
d. several particular people the author has in mind

6. The start of the listing of the ways is signaled by
a. a comma b. a semi-colon c. the word and d. the word by

7. The ways mentioned in the paragraph have to do with
a. thinking b. talking c. both a & b d. birds

8. A smatterer is
a. a thing b. a person c. a bird d. none of these

9. A man of quick parts, as used here, means
a. a fast moving person b. an athlete
c. a magician d. a good thinker

10. By the other refers to
a. the other man b. the other way
c. smatterer d. the world

(continued next page)

11. A dunderpate is
a. intelligent b. stupid c. halfway between a & b
d. a man of quick parts

12. To be "the very type of wisdom" means to be
a. very dull b. very wise c. very stupid
d. very quick

13. The reason that the dunderpate is compared to an owl is
a. the owl is also thought to be intelligent although it is actually very stupid
b. the owl is also very wise
c. the owl acts and looks very wise
d. the author had to compare a dunderpate with a bird

14. The author seems to be
a. expressing a very silly idea
b. expressing a humorous idea in a serious way
c. expressing a serious idea in a humorous way
d. not expressing any idea at all

15. The smatterer acquires his reputation by
a. holding his tongue b. looking as wise as an owl
c. talking faster than he thinks d. talking after he thinks

16. The dunderpate makes a figure in the world by
a. thinking silently b. imitating an owl
c. talking very fast d. saying nothing

17. The author seems to say
a. that the smatterer is not as bad as the dunderpate
b. that the dunderpate is not as bad as the smatterer
c. that the two are equally bad
d. that neither is bad at all.

18. The author
a. approves of these ways of making a figure in the world
b. disapproves of these ways
c. finds these ways to be very good
d. doesn't know any dunderpates.

19. This is a good example of a
a. parady b. satire c. burlesque d. alliteration

20. Judging from the way Irving stated this idea, he is
a. very much annoyed by it
b. amused by it
c. going to do something about it
d. advocating an immediate improvement

(continued next page)

21. If this paragraph is a typical example of Washington Irving's writing style, it can be seen that his style contains
    a. many short simple sentences   b. many simple words easily grasped
    c. many involved sentences   d. a very limited vocabulary

22. Although Irving wrote this more than 150 years ago, the modern reader can still enjoy it because
    a. it is a funny story
    b. it can be applied in modern times
    c. it shows that Irving was really quite stupid
    d. the language is easy to understand

23. Some of the humor here comes from
    a. sudden surprises   b. quick changes of mood
    c. a pompous way os stating the idea   d. a good sudden ending

Read the following poem. Answer the questions which follow by circling the letter of the correct answer.

THE LATEST DECALOGUE (Decalogue: the 10 Commandments)

Thou shalt have one God only: who
Would be at the expense of two?

No graven images may be worshipped,
Worshipped, except the currency;

Swear not at all; for, for thy curse
Thine enemy is none the worse:

At church on Sunday to attend
Will serve to keep the world thy friend:

Honour thy parents; that is, all
From whom advancement may befall;

Thou shalt not kill; but need'st not strive (strive: try hard)
Officiously to keep alive: (officious: interfering)

Do not adultery commit;
Advantage rarely comes of it:

Thou shalt not steal; an empty feat (feat: effort)
When it's so lucrative to cheat: (lucrative: profitable)

Bear not false witness: let the lie
Have time on its own wings to fly:

(continued next page)

Thou shalt not covet, but tradition (covet: long for)
Approves all forms of competition.

1. Each of the Stanzas of this poem is a
   a. couplet b. quatrain c. metaphor d. simile

2. In stanza two, the currency refer to
   a. current events b. today's news c. money d. current or a river

3. Stanza two says that
   a. it is right to worship money
   b. that it is important to keep up to date.
   c. that only what happens today is important.

4. Stanza three says
   a. it is all right to curse your enemies.
   b. that you might as well not curse your enemy, since it doesn't effect him one way or another.
   c. that swearing is bad.
   d. that swearing is a good thing generally.

5. Stanza four indicates that it is important to go to church on Sunday.
   a. because it is important to maintain your religion
   b. because it impresses others
   c. because it makes others feel better when you are there.

6. Stanza five says that parents
   a. mean your own parents
   b. means anyone older than you.
   c. means anyone in a position to help you get ahead.
   d. are not important anymore

7. Stanza six suggests that
   a. killing is bad but saving lives is good
   b. killing is bad, but saving your own life is good
   c. killing is bad, but on the other hand, working too hard to save anyone's life is rather overdoing things.
   d. killing is not a sin.

8. The last stanza suggests that
   a. wishing for things is wrong
   b. wishing for things may be wrong, but if you get them through business competition you can accept them, since tradition allows this
   c. competition is a bad thing
   d. tradition does not permit us to wish for earthly things.

9. The poem indicates
    a. a serious belief in the ten commandments
    b. a belief that the ten commandments are kept for other reasons than the original ones.
    c. neither of the above.

10. The poem seems to show that
    a. people do right when it is to their advantage
    b. people never do anything as the Bible ways they should.
    c. people still follow the Bible
    d. none of the above

11. The author is using one of the following to make his point.
    a. tragedy   b. a sonnet   d. satire   d. a simile

12. If your answer to the above question is correct, then you can conclude that
    a. the author goes along with the new commandments he is outlining.
    b. the author is criticizing people who seem to follow his new commandments.
    c. the author has no real feeling one way or the other about how people follow the ten commandments today.

13. Satire in modern times may be found in one of the following:
    a. TV westerns b. radio and TV newscasts
    c. political cartoons in newspapers   d. in the gossip columns

SONNET BY EDNA ST. VINCENT MILLAY

Here is a wound that never will heal, I know,
Being wrought not of a dearness and a death,
But of a love turned ashes and the breath
Gone out of beauty; never again will grow
The grass on that scarred acre, though I sow
Young seed there yearly and the sky bequeath
Its friendly weather down, far underneath
Shall be much bitterness of an old woe.
That April should be shattered by a gust,
That August should be levelled by a rain,
I can endure, and that the lifted dust
Of man should settle to the earth again;
But that a dream can die, will be a thrust
Between my ribs forever of hot pain.

1. The expression "the breath gone out of beauty" is an example of
   a)metaphor   b) simile   c) personification   d) hyperbole

2. The poet's "wound" is an example of
   a) metaphor   b) hyperbole   c) simile   d) personification

3. The poet implies that a "healing" might have been more possible
   a) had she been more faithful
   b) were dreams not as brittle
   c) had she suffered a tangible, physical love
   d) had love turned to bitterness

4. The poem's rhyme scheme is
   a) abba, abba, cde, cde
   b) ab, ab, cd, cd, ef, ef, gg
   c) abba, abba, cd, cd, cd
   d) ab, av, cd, de, ef, ef, gg

5. The poetess cannot endure
   a) the natural change of seasons   b) human mortality
   c) unrequited love   d) emotional mutability

6. The last line could not be given better as "Of hot pain between my ribs forever" because
   a) the change is meaningless   b) the change violates the lines meter (beat)
   c) the change distorts the sense of the line
   d) the change is not called for

7. The poem is an example of
   a) Shakespearean sonnet form   b) Petrarchean sonnet form
   c) Shakespearean sonnet form with small changes
   d) Petrarchean sonnet form with small changes

SONNET - EDNA ST. VINCENT MILLAY

Not with libations, but with shouts and laughter
We drenched the altars of Love's sacred grove,
Shaking to earth green fruits, impatient after
The launching of the coloured moths of Love
Love's proper myrtle and his mother's zone
We bound about our irreligious brows,
And fettered him with garlands of our own,
And spread a banquet in his frugal house.
Not yet the god has spoken; but I fear
Though we should break our bodies in his flame,
And pour our blood upon his altar, here
Henceforward is a grove without a name,
A pasture to the shaggy goats of Pan,
Whence flee forever a woman and a man.

Circle the letter of the correct answer.

1. The first quatrain might be paraphrased

A. Patience is essential for genuine relationship.
B. We tried to induce love rather than to await its growth patiently.
C. In our impatience with love, we destroyed each other.
D. Patiently and joyfully, we awaited the advent of love.

2. The phrase "green fruits" in line three represents

A. anxiety B. immaturity C. hatered D. love

3. What might we infer from line nine, "Not yet the god has spoken"?

A. Prayer is ineffectual B. Joy and love are antithetical
C. Certain love is irreligious D. Love cannot be accelerated.

4. "The shaggy goats of Pan" indicate that the relationship is fixed at

A. bestiality B. mutual concern C. sexuality D. selflessness

5. The poetess' overall attitude toward her experience might be termed one of

A. regret B. despondency C. indifference D. anxiety

6. The rhyme scheme of the poem is

A. ab, ab, cd, cd, ef, ef, gg B. abba, abba, cde, cde
C. ab, ab, cd, cd, ee, ff, gg D. abba, abba,ad, bd, cd, gg

SPRING - EDNA ST. VINCENT MILLAY

To what purpose, April, do you return again?
Beauty is not enough.
You can no longer quiet me with the redness
Of little leaves opening stickily.
I know what I know.
The sun is hot on my neck as I observe
The spikes of the crocus.
The smell of the earth is good.
It is apparent that there is no death.
But what does that signify?
Not only underground are the brains of men
Eaten by maggots.
Life in itself
Is nothing,
An empty cup, a flight of uncarpeted stairs.
It is not enough that yearly, down this hill,
April
Comes like an idiot, babbling and strewing flowers.

1. What things does the writer name which evoke the feeling of spring?

2. Which things does the author use as metaphors to describe the way she really feels about life?

3. The overwhelming tone of this poem is
   a. anger b. disillusionment c. sadness d. bitterness

4. Lines 11 and 12 seem to say that
   a. all men must die
   b. men begin to die before death
   c. living men's brains are as decayed as those of dead men

5. Which two lines make the author's feelings most stunningly clear?
   a. lines 3 & 4 b. lines 11 & 12 c. lines 17 & 18 d. lines 8 + 9

6. The image in lines 17 & 18 is a figure of speech known as
   a. a metaphor b. a simile c. a rhyme scheme d. none of these

7. At which point in the poem does the mood change?
   a. between lines 9 & 10 b. between lines 13 & 14
   c. between lines 6 & 7

DOLOR

I have known the inexorable sadness of pencils,
Neat in their boxes, dolor of pad and paper-weight,
All the misery of manila folders and mucilage,
Desolation in immaculate public places,
Lonely reception room, lavatory, switchboard,
The unalterable pathos of basin and pitcher,
Ritual of multigraph, paper-clip, comma,
Endless duplication of lives and objects.
And I have seen dust from the walls of institutions,
Finer than flour, alive, more dangerous than silica,
Sift, almost invisible, through long afternoons of tedium,
Dropping a fine film on nails and delicate eyebrows,
Glazing the pale hair, the duplicate gray standard faces.

Comprehension: Underline the letter of the correct answer.

1. Most of the objects named by the author fall into a class which tends to localize experience. Which one of the following seems to fall outside that class?

   A. "inexorable sadness of pencils"
   B. "misery of manila folders and mucilage"
   C. "Lonely reception room, lavatory, switchboard"
   D. "pathos of basin and pitcher"

2. In line 7, the handling of "multigraph, paperclip, comma" is called a ritual because

   A. businessmen attach a high religious importance to such things.
   B. it has no literal, practical meaning, only a symbolic one
   C. it tends to assume a ceremonial rigidity of pattern
   D. it is accompanied with traditional formal speeches, seldom varied to fit the occasion

3. The expression which could best be substituted for "immediate" in line 4 is

   A. crowded B. bare, unfurnished C. untouched D. spotless

4. The purpose of this poem, which is negatively implied but not stated, may be identified as

   A. a protest against the poverty and disagreeable work which the author suffered in his youth

   B. a plea for freedom, spontaneity, and the pursuit of human rather than mechanical ends.

(continued next page)

C. a plea for better working conditions in business and professional offices

D. a protest against the cynicism and hypocrisy of commercial motives

5. The use of the first person point of view gives the reader a heightened sense that he shares the author's
   - A. exaggeration and prejudice
   - B. authority and credibility
   - C. personality and peculiarity
   - D. identification and involvement

DOVER BEACH

by Matthew Arnold

The sea is calm tonight.
The tide is full, the moon lies fair
Upon the straits;-- on the French coastthe light (strait: narrow
Gleams and is gone; the cliffs of England stand way between two
Glimmering and vast, out in the tranquil bay. stretches of land)
Come to the window, sweet is the night-air!
Only, from the long line of spray
Where the sea meets the moon-bleached land,
Listen! you hear the grating roar
Of pebbles which the waves draw back, and fling,
At their return, up the high strand,
Begin, and cease, and then again begin,
With tremulous cadence slow, and bring (cadence: rhythm)
The eternal note of sadness in.

Sophocles long ago (Sophocles: Greek playwright)
Heard it on the Aegaean, and it brought (Aegaean: ocean off Greece)
Into his mind the turbid ebb and flow (turbid: muddy & agitated)
Of human misery; we
Find also in the sound a thought,
Hearing it by this distant northern sea.

The Sea of Faith
Was once too, at the full, and round earth's shore
Lay like the folds of a bright girdle furled.
But now I only hear
Its melancholy, long, withdrawing roar,
Retreating, to the breath
Of the night-wind, down the vast edges drear
And naked shingles of the world.

Ah, love, let us be true
To one another! for the world, which seems
To lie before us like a land of dreams,
So various, so beautiful, so new
Hath really neither joy, nor love, nor light,
No certitude, nor peace, nor help for pain;
And we are here as on a darkling plain
Swept with confused alarms of struggle and flight,
Where ignorant armies clash by night.

1. tremulous in line 13 most probably means
   - a. earthshaking
   - b. timid
   - c. quivering and shaking
   - d. none of these

2. strand in line 11 most probably means
   - a. string
   - b. mountains
   - c. shore
   - d. desert
   - e. none of these

3. The Sea of Faith in line 21 most probably means
   - a. an ocean near England
   - b. belief or religion
   - c. neither of these

4. The Sea of Faith is an example of
   - a. a simile
   - b. a metaphor
   - c. parallel construction
   - d. alliteration

5. various in line 32 most probably means
   - a. confused
   - b. different
   - c. full of variety
   - d. vicious

6. certitude in line 34 most probably means
   - a. desire
   - b. certainty
   - c. uncertainty
   - d. certification

7. alarms in line 37 most probably means
   - a. something to wake up the reader
   - b. fears
   - c. warnings

8. The mood of the first stanza is mostly
   - a. angry and sad
   - b. thoughtful and happy
   - c. gay and cheerful

9. The mood begins to change on line
   - a. 15
   - b. 10
   - c. 14
   - d. 11
   - e. none of these

10. Sophocles, the ancient Greek writer is most probably brought in, as is the Aegaean Sea, to
   - a. show what the writer knows about ancient culture and history
   - b. remind the reader that life doesn't change much
   - c. indicate the conditions of human life the writer speaks of were also known to Sophocles
   - d. to refer the reader to Sophocles writing to confirm his opinion

11. The third stanza shows that the writer believes
   - a. faith and belief are stronger than ever and helping the world
   - b. faith and belief have been lost, leaving the world desolate and lonely
   - c. faith and belief are not important to the modern world.
   - d. faith and belief must be renewed to help mankind

12. The author refers to "love" in the last stanza. He is speaking
   - a. to the reader
   - b. of the emotion of love
   - c. to the person he loves

13. The author's main idea in the poem is
   - a. that in a world without love, faith is necessary
   - b. that in a world without love, we must turn to one another
   - c. that love and faith are meaningless ideas
   - d. that love and faith are the same thing
   - e. none of the above

14. The predominant mood of this poem is
   - a. sarcastic and bitter
   - b. pleasant but thoughtful
   - c. reflective and sad
   - d. resentful and unhappy

LESSON ON SOLILOQUY

Read the passage and circle the letter of the right answer to each question which follows the selection. Base your answers on the selection.

> A large number of Shakespeare's soliloquies must be considered as representing thought, not speech. They are to make the audience understand what is passing through the mind of the character, not what, under the circumstances, he would have said aloud. A maiden would not say aloud Juliet's speech, "Gallop apace, you fiery footed steeds," which represents the secret passion of her body and soul. And her soliloquy when she takes the drug is also a representation of her thoughts; it was not spoken in reality. The dramatist is compelled to put it into words and the actress to speak it--but to add to it gesture or great changes in the voice or outward show is to mistake altogether the idea of the dramatist.

1. A modern expression which might define a soliloquy is

    a. "thoughts without words."
    b. "speechless with confusion."
    c. "all talk and no action."
    d. "thinking out loud."
    e. none of the above.

2. In a written story, a section of the story comparable to a soliloquy might be introduced by the following words:

    a. "He said,"..."
    b. "He walked quietly toward her and spoke softly..."
    c. "He smiled and waved at her."
    d. "He thought, "..."

3. The title which best expresses the ideas of this passage is:

    a. gestures and changes in the voice.
    b. the difficulties of Shakespearean actors
    c. Misunderstanding the Shakespearean play
    d. Revealing thought through the soliloquy
    e. Unfolding the plot through the soliloquy

4. The writer assumes

a. actors have used poor enunciation
b. Romeo and Juliet is the most popular play by Shakespeare.
c. his writers are familiar with Shakespeare's play
d. Shakespeare is only for "highbrows."

5. Which statement can be made on the basis of the passage?

a. The role of Juliet is more difficult than other roles.
b. The role of Juliet is only one example of the point made.
c. Audiences have no feeling for characterization.
d. Shakespeare was an incompetent dramatist in many respects.
e. There are too many soliloquies in Shakespeare's plays.

Read this excerpt from Shakespeare's play, Hamlet, very carefully. Read the definitions of unusual words at the right, as you read. Read it again and then answer the questions. Circle the letter of the best answer to each question.

HAMLET'S SOLILOQUY

1 To be, or not to be; that is the question.
Whether 'tis nobler in the mind to suffer
3 The slings and arrows of outrageous fortune,
Or to take arms against a sea of troubles,
5 And by opposing end them. To die; to sleep;
No more: and by a sleep to say we end
7 The heart-ache and the thousand natural shocks
That flesh is heir to. 'Tis a consummation (consummation:
9 Devoutly to be wish'd. To die; to sleep;-- conclusion)
To sleep? Perchance to dream! Ay, there's the rub; (perchance:
11 For in that sleep of death what dreams may come, perhaps)
When we have shuffl'd off this mortal coil (mortal coil:
13 Must give us pause. There's the respect human troubles)
That makes calamity of so long a life.
15 For who would bear the ships and scorns of time,
The oppressor's wrong, the proud man's contumely, (contumely:
17 The pangs of dispriz'd love, the new law's delay, contempt)
The insolence of office, and the spurns
19 That patient merit of the unworthy takes,
When he himself might his quietus make (quietus: settlement)
21 With a bare bodkin? Who would fardels bear, (bare bodkin: dagger)
To grunt and sweat under a weary life. (fardels: burdens)
23 But that the dread of something after death,
The undiscover'd country from whose bourn
25 No traveller returns, puzzles the will
And makes us rather bear those ills we have
27 Than fly to others that we know not of?
Thus conscience does make cowards of us all; (conscience:
29 And thus the native hue of resolution thought)
Is sicklied o'er with the pale cast of thought, (native hue:
31 And enterprises of great pith and moment natural color)
With this regard their currents turn awry, (awry: twisted and
33 And lose the name of action. confused)

1. A Soliloquy is a part of a play in which the character

   a. is talking to another character
   b. is thinking out loud
   c. is not speaking at all
   d. none of the above

2. Reread lines 1-5 (to the period). In these lines Hamlet is trying to decide

   a. what he should be in later life
   b. whether he should tolerate the pain of life or kill himself
   c. what sort of action to take
   d. none of the above

3. Reread lines 5 (middle) to 9. In these lines Hamlet speaks of
   a. taking a long rest
   b. suicide
   c. leading a quiet life

4. Rearead lines (5-9). In these lines hamlet describes suicide

   a. as restful, like sleep
   b. as a terrifying thing
   c. as an active direct way to behave in trouble
   d. none of the above

5. Reread lines 10-15. In these lines Hamlet thinks of

   a. the beautiful dreams of death
   b. the possible dreams, more terrifying than any nightmare, in death's sleep.
   c. the possibility of a beautiful life after death.

6. Reread lines 13 (middle) to line 21 (middle). In these lines are described

   a. some of the difficulties of life
   b. some of the terrors of death
   c. some of the problems Hamlet has encountered in his own life

7. In reference to these things (mentioned in lines 13-21) Hamlet questions

   a. Why anyone would stand for them when death is so easy a way out
   b. why he has troubles no one else has
   c. why he can't handle his own problems.

8. Reread lines 21 (middle) to line 27. In these lines Hamlet reflects

   a. that known terrors are better than possible unknown ones.
   b. that life and death are equally terrible
   c. that death is preferable to life

9. Reread lines 26 to 33. In these lines Hamlet thinks of

   a. how his gloomy thoughts and fears of worse trouble has made him hesitate instead of act to kill himself.
   b. how men in general allow their fearful thoughts to turn them from what they planned, (of which his hesitation about suicide is an example).
   c. how being alive to think is better than dying.
   d. the wrong he would do by killing himself.

10. Hamlet seems to be

    a. a decided and resolute person
    b. a person who sees more than one side of the issues and thus hesitates
    c. a thoughtless, impulsive person
    d. none of the above

11. This soliloquy

    a. has no meaning unless the rest of the play is known
    b. speaks of a human dilemma which is still meaningful today
    c. has meaning for the past, but no meaning for today.

UNIT VI

ADDITIONAL POETRY SELECTIONS

ADDRESS OF RUTH TO NAOMI

(Book of Ruth, Ch.1, 16-17)

And Ruth said:
"Intreat me not to leave thee,
Or to return from following after thee:
For whither thou goest, I will go,
And where thou lodgest, I will lodge.
Thy people shall be my people,
And they God my God.
Where thou diest, will I die,
And there will I be buried.
The Lord do so to me, and more also,
If ought but death part thee and me."

The BIBLE

PSALM TWENTY-THREE

The Lord is my shepherd; I shall not want.
He maketh me to lie down in green pastures;
He leadeth me beside the still waters.
He restoreth my soul;
He leadeth me in the paths of righteousness for his name's sake.
Yea, though I walk through the valley of the shadow of death,
I will fear no evil: for thou art with me;
Thy rod and thy staff they comfort me.
Thou preparest a table before me in the presence of mine enemies:
Thou anointest my head with oil; my cup runneth over.
Surely goodness and mercy shall follow me all the days of my life,
And I will dwell in the house of the Lord forever.

The BIBLE

CHARITY

Though I speak with the tongues of men and of angels and have not charity, I am become as sounding brass or a tinkling cymbal. And though I have the gift of prophecy, and understand all mysterie and all knowledge; and though I have all faith, so that I could remove mountains, and have not charity, I am nothing. And though I bestow all my goods to feed the poor, and though I give my body to be burned, and have not charity, it profiteth me nothing.

Charity suffereth long and is kind; charity envieth not; charity vaunteth not itself, is not puffed up; doth not behave itself unseemly, seeketh not her own, is not easily provoked, thinketh no evil, rejoiceth not in iniquity, but rejoiceth in the truth; beareth all things, believeth all things, hopeth all things, endureth all things. Charity never faileth; but whether there be prophecies, they shall fail; whether there be tongues, they shall cease; whether there shall be knowledge, it shall vanish away. For we know in part, and we prophesy in part.

But when that which is perfect is come, then that which is in part shall be done away. When I was a child, I spake as a child, I understood as a child, I thought as a child; but when I became a man I put away childish things. For now we see through a glass darkly, but then face to face; now I know in part, but then shall I know even as also I am known.

And now abideth faith, hope, charity, these three; but the greatest of these is charity.

I Corinthians 13
The BIBLE

SONNET XXIX

When, in disgrace with Fortune and men's eyes,
I all alone beweep my outcast state,
And trouble deaf heaven with my bootless cries,
And look upon myself, and curse my fate,
Wishing me like to one more rich in hope,
Featured like him, like him with friend possest,
Desiring this man's art and that man's scope,
With what I most enjoy contented least,
Yet in these thoughts myself almost despising--
Haply I think on thee: and then my state,
Like to the Lark at break of day arising
From sullen earth, sings hymns at Heaven's gate;
For thy sweet love rememb'red such wealth brings
That then I scorn to change my state with Kings.

Wm. Shakespeare

SONNET CXVI

Let me not to the marriage of true minds
Admit impediments. Love is not love
Which alters when it alteration finds,
Or bends with the remover to remove:
O, no! it is an ever-fixed mark,
That looks on tempests and is never shaken;
It is the star to every wand'ring bark,
Whose worth's unknown, although his height be taken.
Love's not Time's fool, though rosy lips and cheeks
Within his bending sickle's compass come;
Love alters not with his brief hours and weeks,
But bears it out even to the edge of doom:-
If this be error and upon me proved,
I never writ, nor no man ever loved.

Wm. Shakespeare

HOW DO I LOVE THEE

How do I love thee? Let me count the ways.
I love thee to the depth and breadth and height
My soul can reach, when feeling out of sight
For the ends of Being and idea Grace.
I love thee to the level of everyday's
Most quiet need, by sun and candle-light.
I love thee freely, as men strive for Right;
I love thee purely, as they turn from Praise.
I love thee with the passion put to use
In my old griefs, and with my childhood's faith.
I love thee with a love I seemed to lose
With my lost saints,--I love thee with the breath,
Smiles, tears, of all my life!--and, if God choose,
I shall but love thee better after death.

Elizabeth Barrett Browning (1806-1861)

O CAPTAIN! MY CAPTAIN!

O Captain! my Captain! our fearful trip is done,
The ship has weather'd every rack, the prize we sought is won.
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring,
But O heart! heart! heart!
O the bleeding drops of red,
Where on the deck my Captain lies,
Fallen cold and dead.

O Captain! my Captain! rise up and hear the bells;
Rise up--for you the flag is flung--for you the bugle trills,
For you bouquets and ribbon'd wreaths--for you the shores a-crowding,
For you they call, the swaying mass, their eager faces turning;
Here Captain! dear father!
This arm beneath your head!
It is some dream that on the deck,
You've fallen cold and dead.

My Captain does not answer, his lips are pale and still,
My father does not feel my arm he has no pulse nor will,
The ship is anchor'd safe and sound, its voyage closed and done,
From fearful trip the victor ship comes in with object won:
Exult O shores, and ring O bells!
But I with mournful tread,
Walk the deck my Captain lies,
Fallen cold and dead.

Walt Whitman (1819-1892)

FOG

The fog comes
on little cat feet.

It sits looking
over harbor and city
on silent haunches
and then, moves on.
Carl Sandburg (1878-

FATHER WILLIAM
(After Southey - -)

"You are old, Father William," the young man said,
"And your hair has become very white;
And yet you incessantly stand on your head--
Do you think, at your age, it is right?"

"In my youth," Father William replied to his son,
"I feared it might injure the brain;
But, now that I'm perfectly sure I have none,
Why, I do it again and again."

"You are old," said the youth, "as I mentioned before,
And have grown most uncommonly fat;
Yet you turned a back-somersault in at the door--
Pray, what is the reason of that?"

"In my youth," said the sage, as he shook his gray locks,
"I kept all my limbs very supple
By the use of this ointment--one shilling the box--
Allow me to sell you a couple?"

"You are old," said the youth, "and your jaws are too weak
For anything tougher than suet;
Yet you finished the goose, with the bones and the beak--
Pray, how did you manage to do it?"

"In my youth," said his father, "I took to the law,
And argued each case with my wife;
And the muscular strength which it gave to my jaw,
Has lasted the rest of my life."

"You are old," said the youth, "one would hardly suppose
That your eye was as steady as ever;
Yet you balanced an eel on the end of your nose--
What made you so awfully clever?"

"I have answered three questions, and that is enough,"
Said his father; "don't give yourself airs!
Do you think I can listen all day to such stuff?
Be off, or I'll kick you downstairs."
Lewis Carroll (1832-1898)

Lesson #8

FOREIGN RELATIONS

Topic - Formulation of Modern Foreign Policy

A. United States becomes a Pacific power
  1. Purchase of Alaska
  2. Annexation of Hawaii
  3. Trade with China and Japan
    a) "Open door" policy with respect to trade with China
    b) Early relations with Japan-Perry's visit

B. The United States and World War I
  1. Long period of neutrality
  2. Entered on the side of the Allies
  3. Fear of German victory
  4. Wilson's idealism as expressed the idea of "making the world safe for democracy."

C. Foreign policy after World War I
  1. Return to isolation
    a) failed to join League of Nations
    b) disillusionment with results of World War I
  2. Some involvement with rest of world
    a) joined in armaments limitation conferences
    b) joined peace movements-Kellogg Briand Pact, World Court

D. Related Vocabulary Lesson #8,

1. interdependent
2. arbitration
3. neutrality
4. blockade
5. autocracy
6. sedition
7. attrition
8. secret diplomacy
9. mandate
10. collective security
11. disarmament

LESSON #9

MODERN FOREIGN AFFAIRS

Topic - Events from World War II to Present

A. World War II
   1. Rise of Totalitarianism
      a) Japan's domination in the Pacific
      b) Germany's domination in Europe
      c) Communism gains control of Russia

   2. Causes of World War II
      a) Nazi German's expansion in Europe
      b) Japan's conquests in China
      c) Weakness of the allies

   3. The United States enters the war
      a) Pearl Harbor (Dec. 7,1941) reasons for Japanese attack
      b) The United States declares war on both Japan and Germany

   4. Results of World War II
      a) Victory causes problems
         1) "cold war" between U.S. and U.S.S.R.
         2) Occupation of Germany and Japan
         3) The atomic age

B. Related Vocabulary Lesson #9,

1. aggression
2. Fascism
3. appeasement
4. Communism
5. lend-lease
6. Axis
7. offensive
8. defensive
9. "iron-curtain"
10. NATO

SIXTEEN

Sixteen
sees and laughs,
listens and sighs,
sleeps and eats,
aches and cries,
bables, thinks,
loves and hates,
stretches, lives
and hopefully waits.

Carolyn Cahalan

GITANJALI

The songthat Icame to sing remains unsung to this day.
I have spent my days in stringing and in unstringing my instrument.

The time has not come true, the words have not been rightly set;
there is only the agony of wishing in my heart.

The blossom has not opened; only the wind is sighing by.

I have not seen his face, nor have I listened to his voice;
I have only heard his gentle footsteps from the road before my house.

The livelong day has passed in spreading his seat on the floor;
but the lamp has not been lit and I cannot ask him into my house.

I live in the hope of meeting with him; but this meeting is not yet.

From "Gitanjali"
Rabindranath Tagore

A PRESENTATION OF TWO BIRDS TO MY SON

Chicken, How shall I tell you what it is,
And why it does not float with tangers?
Its ecstasy is dead, it does not care.
Its children huddle underneath its wings,
And altogether lounge against the shack,
Warm in the slick tarpaulin, smug and soft.

You must not fumble in your mind
The genuine ecstasy of climbing birds
With that dull fowl.
When your grandfather held it by the feet
And laid the skinny neck across
The ragged chopping block,
The flop of wings, the jerk of the red comb
Were a dumb agony,
Stupid and meaningless. It was no joy
To leave the body beaten underfoot;
Life was a flick of corn, a steady roost.
Check. The sound is plain.

Look up and see the swift above the trees.
How shall I tell you why he always veers
And banks around the shaken sleeve of air,
Away from ground? He hardly flies on brains;
Pockets of air impale his hollow bones.
He leans against the rainfall or the sun.
You must not mix this pair of birds
Together in your mind before you know
That both are clods.
What makes the chimney swift approach the sky
Is ecstasy, a kind of fire
That beats the bones apart
And lets the fragile feathers close with air.
Flight too is agony,
Stupid and meaningless. Why should it be joy
To leave the body beaten underfoot,
To mold the limbs against the wind, and join
Those clean dark glides of Dionysian birds?
The flight is deeper than your father, boy.

From The Green Wall
James Wright

APPENDIX E

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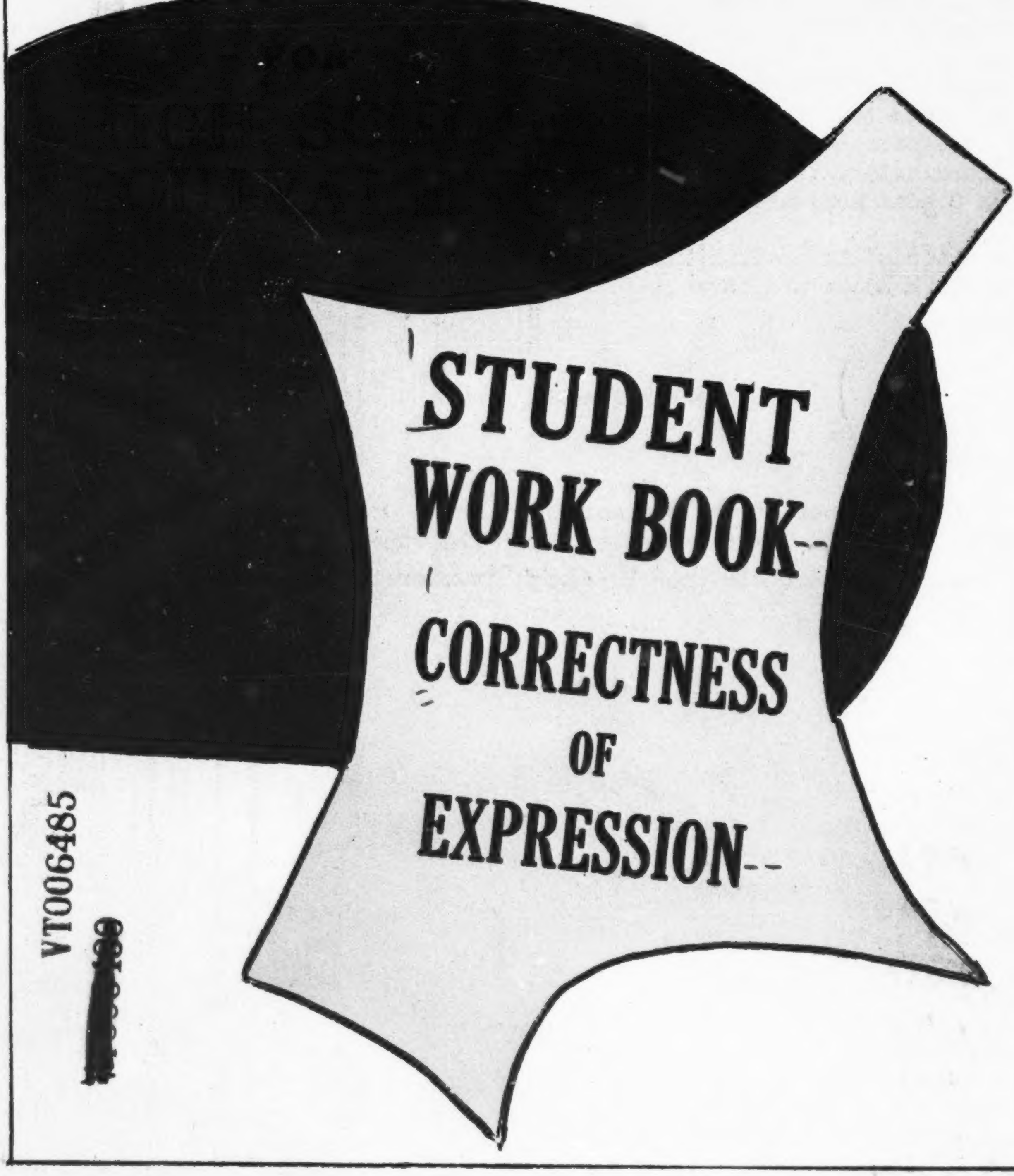

STUDENT WORK BOOK--
CORRECTNESS OF EXPRESSION--

VT006485

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STUDENT WORKBOOK

CORRECTNESS OF EXPRESSION SUPPLEMENT

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UNIT I

DIAGNOSTIC TEST IN GRAMMAR AND USAGE

I. Identify each word group, using the following letters:
F=fragment S=sentence RS=run-on sentence

1. The spaghetti has been served, the dinner was over. 1.______
2. Trying desperately to climb the hill. 2______
3. Which made me laugh when I thought of it. 3______
4. The boy came up three times, then he stayed down. 4______
5. Diesel engines run on oil, a much cheaper fuel than gasoline. 5______

II. Write the letter of the correct sentence in the space to the right.

6. a) Every pen that we sell has been thoroughly tested. 6______
   b) Every pen has been thoroughly tested that we sell.
7. a) My plans include going to college and to become an engineer. 7______
   b) My plans include going to college and becoming an engineer.
8. a) His knowledge of motors is as good as any mechanic. 8______
   b) His knowledge of motors is as good as any mechanic's.
9. a) You may have the medallion if you take it off the car. 9______
   b) If you take the medallion off the car, you may have it.
10. a) Courage is when you stand your ground against all odds. 10______
    b) Courage is the standing of one's ground against all odds.
11. a) I never have ridden and never will ride a motorcycle. 11______
    b) I never have and never will ride a motorcycle.
12. a) Being a heavy eater, the diet would have been helpful. 12______
    b) Being a heavy eater, he found the diet helpful.

III. Copy the correct word in each pair.

13. We would have (chose, chosen) better seats. 13.______
14. (Your, You're) always blaming someone else. 14______
15. Yesterday the letter finally (came, come). 15______
16. They handled the crowd as (efficient, efficiently) as ever. 16______
17. (That, Those) kind of trousers is no longer popular. 17______
18. The pond had (frozen, froze) during the night. 18______
19. They subscribe to more magazines than (us, we). 19______
20. After (who, whom) were the American continents named? 20______

21. We were unable to see (its, it's) license number. 21______

22. There (were, was) no gas stations for sixty miles. 22______

23. The clean dog (lay, laid) right down in the mud puddle. 23______

24. Only one of these elevators (go, goes) to the top floor. 24______

25. (Us, We) students want a course in rapid reading. 25______

IV. Write the letter of the item which is correctly punctuated.

26. 26______

a) The driver obviously a beginner, started and stopped the bus jerkily.

b) The driver, obviously a beginner, started and stopped the bus jerkily.

c) The driver, obviously a beginner, started, and stopped the bus jerkily.

27. 27______

a) We saw a film about Helen Keller, who became blind and deaf in infancy.

b) We saw a film about Helen Keller who became blind, and deaf in infancy.

c) We saw a film about Helen Keller, who became blind, and deaf in infancy.

28. 28______

a) Tomatoes, which are grown in a hothouse, are of course more expensive.

b) Tomatoes which are grown in a hot house, are of course, more expensive.

c) Tomatoes which are grown in a hothouse are, of course, more expensive.

29. 29______

a) The wind, and rain, and fog delayed us, but we finally arrived safely.

b) The wind and rain and fog delayed us, but we finally arrive safely.

c) The wind and rain and fog delayed us but we finally arrived safely.

30. 30______

a) On July 17, 1961, we moved from Dallas Texas, to a small town in Iowa.

b) On July, 17, 1961 we moved from Dallas, Texas to a small town in Iowa.

c) On July 17, 1961, we moved from Dallas, Texas, to a small town in Iowa.

31. 31______

a) Although my father never attended college, he knows more about history, literature and science than most people.

b) Although my father never attended college he knows more about history, literature, and science than most people.

c) Although my father never attended college, he knows more about history, literature, and science than most people.

Diagnostic Test in Grammar and Usage

V. Write the letter of the sentence in which apostrophes are used correctly.

32. a)The Lofts's hi-fi doesn't sound as good as yours. 32.____
b)The Lofts' hi-fi does'nt sound as good as your's.
c)The Lofts' hi-fi doesn't sound as good as yours.

33. a)The girls' chorus sang their voice teacher's composition. 33____
b)The girl's chorus sang their voice teacher's composition.
c)The girls' chorus sang their voice teachers' composition.

34. a)Ladies' dresses and children's shoes are on the fourth floor. 34.____
b)Ladie's dresses and children's shoes are on the fourth floor.
c)Ladies' dresses and childrens' shoes are on the fourth floor.

VI. Write the letter of the sentence in which capitals are used correctly.

35. a)A Professor will speak on Negro art at the Poe library on Oak Street. 35.____
b)A professor will speak on Negro art at the Poe Library on Oak Street.
c)A professor will speak on negro art at the Poe Library on Oak Street.

36. a)Because of my flu this fall, I fell behind in English and Shorthand. 36.____
b)Because of my flu this Fall, I fell behind in english and shorthand.
c)Because of my flu this fall, I fell behind in English and shorthand.

37. a)On completing High School, my Uncle Ben studied Law at Kent College. 37.____
b)On completing high school my Uncle Ben studied law at Kent college
c)On completing high school my Uncle Ben studies law at Kent College.

38. a)In the north, migratory birds build nests on the south slope of the mountain. 38.____
b)In the North, migratory birds build nests on the South slope of the mountain.
c)In the North, migratory birds build nests on the south slope of the mountain.

SENTENCE STRUCTURE

I. Identify each word group, using the following letters:
F= fragment S= sentence RS= Run-on sentence

1. The doors were closed, the concert had already begun. 1______
2. Waiting impatiently for the game to begin. 2______
3. Diesel engines run on oil, a much cheaper fuel than gasoline. 3______
4. Which reminded him of a funny experience in the Army. 4______
5. The motor turned over twice, then it went dead. 5______

II. Write the letter of the correct sentence in the space to the right.

1.a) Every car that we sell has been thoroughly tested.
b) Every car has been thoroughly tested that we sell. 1______

2.a) My plans include going to college and to become an engineer.
b) My plans include going to college and becoming an engineer. 2______

3.a) His knowledge of motors is as good as any mechanic.
b) His knowledge of motors is as good as any mechanic's. 3______

4.a) You can have the lace if you take it off the dress.
b) If you take the lace off the dress, you can have it. 4______

5.a) Alliteration is when words close together begin with the same sound.
b) Alliteration is the repetition of the same sound at the beginning of words that are close together. 5______

6.a) I never have ridden and never will ride a motorcycle.
b) I never have and never will ride a motorcycle. 6______

7.a) Being a light sleeper, the noise awoke my dad.
b) Being a light sleeper, my dad was awakened by the noise. 7______

UNIT II

Frequently misspelled words

List 1

abbreviate
absence
absurd
accept
access
accessible

accidentally
accommodate
accumulate
accustom
achievement
acknowledgment

acquainted
acquitted
across
advantageous
advice (noun)
advise (verb)

airplane
affect
aggravate
aisle
allotted
all right

List 1 (continued)

already
altar
alter (verb)
altogether
alumna
alumnae
alumnus
alumni
always
amateur
ambiguous
among
analogous
analysis
analyze
angel
angle
annual
antecedent
anxiety
apparatus
appearance
appropriate
arctic
argument
arising
arithmetic
arouse
ascend
ascertain
athlete
athletic
audible
audience
auxiliary
awkward
bachelor
balance
barbarous
baring
barring
baseball
based
battalion
bearing
becoming
beggar
begging
beginning
believe
benefited
biscuit
blamable
borne
boundaries
brilliant
Britain
Britannica
buoyant
bureau
business
busy
cafeteria
calendar
candidate
can't
captain
carburetor
ceiling
cemetery
certain
changeable
changing
characteristic
chargeable
chauffeur
choose
chose
chosen
cite (verb)
clothes
coarse (adj.)
column
coming
commission
committee
comparative
compel
compelled
competent
competitive
complement
comprehensible
concede
conceivable
conferred
confidant (noun)
confident
connoisseur
conquer
conqueror
conscience
conscientious
considered
continuous
control
controlled
cooperate
corps
council
counsel
course (noun)
courteous
courtesy
cozy
criticize
cruelty
cruise
cylinder
dealt
deceitful
defendant
deferred
deficiency
definite
dependant (noun)
dependent (adj.)
derived
descendant
describe
description
despair
desperate
destroy
develop
development
device
devise (verb)
dictionary
difference
digging
dilapidated
dilemma
dining room
dinning
diphtheria
disappear
disappoint
disavowal
discipline
disease
dissatisfied
dissipate
distribute
divide
divine
doctor
don't
dormitories
drudgery
dyeing
dying
ecstasy
effect
eighth
eligible
eliminate
embarrassment
eminent
emphasize
employees
encouraging
enemy
equipped
erroneous
especially
etc.
exaggerate
exceed
excel
excellent
except
exceptional
exhaust
exhilarate
existence
exorbitant
expense
experience
explanation
extension
familiar
fascinate
feasible
February
fiery

List 2

fifth
Filipino
finally
financier
foregoing
forfeit
formally
formerly
forth
fourth
frantically
fraternity
freshman
friend
fulfil
fulfill
furniture
gaiety
gayety
gallant
galoshes
gambling
gauge
gage
generally
goddess
government
governor
grammar
grandeur
grievous
guard
guidance
harass
having
hazard
height
heinous
heroes
hesitancy
holy
hoping
humorous
hundredths
hurriedly
hygienic
hypocrisy
imaginary
imitative
immediately
immigration
imminent

impromptu
incidentally
incidents
incredible
incredulous
indefinite
independence
indict
indigestible
indispensable
infinite
influence
ingenious
ingenuous
innocuous
inoculate
instance
intellectual
intelligible
intentionally
intercede
invitation
irrevelant
irresistible
isthmus
its (possessive)
it's (contraction)
itself
judgment
kidnaper
knave
knowledge
laboratory
ladies
laid
later
latter
lead
led
liable
library
lightning
likely
literature
loath
loneliness
loose
lose (verb)
losing
lying

maintain
maintenance
maneuver
Manila
mantle (cloak)
manual
manufacturer
many
marriage
marriageable
Massachusetts
material
mathematics
mattress
meant
messenger
mileage
miniature
minutes
mischievous
Mississippi
misspelled
momentous
murmur
muscle
mysterious
naive
naphtha
naval (adj.)
navel (noun)
necessary
Negroes
neither
nickel
niece
nineteenth
ninetieth
ninety
ninth
noticeable
nowadays
oblige
obstacle
occasion
occasionally
occur
occurred
occurrence
o'clock
officers

omission
omitted
opinion
opportunity
optimistic
origin
outrageous
overrun
paid
pantomime
parallel
paraphernalia
parliament
particularly
partner
pasteurize
pastime
peaceable
perceive
perception
peremptory
perform
perhaps
permissable
perseverance
personal
personnel
perspiration
persuade
pertain
pervade
physical
picnic
picnicking
planned
pleasant
politic
politics
possession
possible
potatoes
practically
prairie
precede
precedence
precedents
preceding
preference
preferred
prejudice

List 3

preparation
pretension
pretensious
prevalence
primitive
principal
principle
prisoner
privilege
probably
procedure
proceed
prodigy
profession
professor
proffered
prohibition
promissory
pronunciation
propaganda
prophecy
prophesy
propitious
prove
psychology
purchase
pursue
putting
quantity
questionnaire
quiet
quite
possible
potatoes
practically
quizzes
rapid
recede
rarefy
ready
really
receipt
receive
recipe
recognize
recommend
reference
referred
regard
region
religion
religious
reminiscent
renaissance
rendezvous
repetition
replies
representative
reservoir
restaurant
rheumatism
rhythm
ridiculous
rite
sacrilegious
safety
sandwich
satiric
schedule
science
scream
screech
secede
secretary
seems
seize
sense
sentence
separate
sergeant
several
shiftless
shining
shone
shown
shriek
siege
similar
simultaneous
since
smooth
soliloquy
sophomore
speak
specimen
speech
statement
stationary (adj.)
stationery (noun)
statue
statute
steal
steel
stops
stopped
stopping
stories
straight
stretch
strait
strictly
succeeds
successful
summarize
superintendent
supersede
surely
surprise
syllable
symmetrical
temperament
tenant
tendency
than
their
there
therefore
they're
thorough
thousandths
till
to
today
together
too
track
tract
tragedy
tranquillity
transferred
transient
translate
treacherous
treasurer
tries
trouble
truant
truly
Tuesday
tunnel
two
typical
tyranny
universally
unmanageable
until
using
usually
vacancy
vengeance
vigilance
vilify
village
villain
visibly
wear
weather
Wednesday
weird
welfare
where
wherever
whether
which
whole
wholly
who's
whose
wintry
wiry
without
women
writing
written
yacht
your
you're

UNIT III

THE SOUNDS OF ENGLISH

Correct Usage - Phonics Lesson 1

There are languages in which the spelling indicates the sounds of the letters. Such languages, including Spanish, Italian, Russian, Greek, and Hungarian, are said to be spelled phonetically. In others, notably Gaelic, French, and English, it is not always possible to determine the sound from the spelling. These languages are said to be spelled unphonetically.

PHONETIC INCONSISTENCIES OF ENGLISH SPELLING-

Examples of phonetic inconsistencies abound. What has happened is that twenty-six letters in the written alphabet have had to be adjusted to approximately forty-five sounds in the spoken language. The following discussion will indicate some of the problems that arise because of the variations in spelling and sound.

VOWEL SOUNDS- In English, for example, it is commonly said that there are five vowels. An examination of a few simple words will show that there are more than five vowels. The "a" of ate; the "a" of at; the "a" of calm; the "a" of care; the "a" of walk, and the "a" of alone all represent separate and distinct sounds, only one of which contains the sound "a" that was represented by the letter of the alphabet. To add to the confusion, there are many words, such as they and eight, in which no letter "a" appears, but in which the sound may be heard.

An analysis of the sound of "e" presents similar problems. The single "e" in be; the double "ee" in bee; the "eo" in people; the "oe" in phoenix; the "ae" in Caesar; the "ea" in lease; the "ua" in quay; the "i" in fatigue; the "ie" of believe, and the "ei" of receive represent one sound. These same spellings, however, may also represent a great many other sounds.

A single "e" in met is different from a single "e" in be or they; "ea" in leather differs in sound from "ea" in lease, ear, and earth; "ei" in reign, from "ei" in either and reiterate; "eo" in George, from "eo" in people; "ua" in quarrel and quart, from "ua" in quay; "i" of machine from "i" in light and lit; and "ie" in believe, from "ie" in sieve.

This same kind of inconsistency may be found in the spellings and sound values of i, o, and u.

CONSONANT SOUNDS - Consonants, like vowels, frequently represent more than one sound. The "n" and "g" in a word like congratulate, for example, join to form a sound quite different from the "n" or "g" in a word like sing. The "s" at the beginning of sees looks like the final "s", but sounds quite different. The "ti" of tire differs from the "ti" of notion. Likewise, the "ci" of circus differs from the "ci" of facial. Such illustrations might be given for almost all consonants in the language.

THE USE OF SILENT LETTERS- Another problem that adds to the complexity of English is the prevalence of silent letters, many of which were pronounced at some time in the history of the language. Letters such as "k" in knee; "b" in debt' "p" and "l" in psalm; "w" in wreck (as well as "c"); "gh" in night! "g" in gnaw, and "b" in numb are examples of common words containing one or more silent letters.

THE USE OF TWO LETTERS FOR ONE SOUND- A sound may not only have more than one value, but it may also be represented by more than one letter as in the case of "th" in thin and "th" in then. Conversely, one letter frequently represents two sounds, as in the case of "i" in side, "o" in go, and "a" in ale. Those who think of "i"; or "o", and "a" as vowels may find it difficult to think of them as diphthongs. In the words indicated, there are two vowels, said very quickly, constituting a diphthong.

LETTERS WITH DIFFERENT SOUND VALUES- To heighten the difficulties, not all the twenty-six letters have sound values. The letter "c" has no value of its own, but becomes "s" in city of "k" in cook; "q" whch must be followed by "u" in spelling may have a value of "kw" in quick, or "k" in bouquet; and "x" assumes the value of "ks" in exit, "gs" in exist, "z" in xylophone, and "ksh" in luxury. The twenty-six letters have thus been reduced to twenty-three, but the fact remains that there are approximately forty-five sounds.

Correct Usage - Phonics Lesson 2

General Phonics Principles: The use of silent letters.

B

1. When "b" follows "m" in a word, and is in the same syllable, it is silent. Examples: climb, dumb.

2. When "b" precedes "t" in a syllable, it is silent. Examples: debt, doubt.

H

3. When "h" is the first letter in a word it most often sounds as it does in the word "he" but it is sometimes silent. Examples: heir, hour.

4. The letter "h" is silent when it follows "g" at the beginning of a word. Examples: ghost, ghetto.

5. The letter "h" is silent when it follows "k" at the beginning of a word. Examples: khan, khaki.

6. The letter "h" is silent when it follows"r" at the beginning of a word. Examples: rhetoric, rhubarb.

K

7. The letter "k" is silent when it is the initial letter in a word, and is followed by "n". Examples: know, knit.

8. In certain instances a silent "k" helps to distinguish visually between homonyms. Examples: night-knight, not-knot.

L

9. The letter "l" is sometimes silent when it follows "m" in a syllable. Examples: calm, folk.

N

10. The letter "n" is silent when it follows "m" in a syllable. Examples: solemn, condemn.

P

11. The letter "p" is silent when it is the initial letter in a word, and is followed by "s". Examples: psalm, psychology.

T

12. The letter "t" is silent when it precedes "ch" in a syllable.
    Examples: catch, pitch.

13. The letter "t" is sometimes silent when it follows "s".
    Examples: listen, castle.

W

14. When "w" follows "o" within a syllable, it is sometimes silent.
    Examples: bowl, low.

General Usage - Phonics Lesson 3

General Phonics Principles

C

1. When "c" is followed in a syllable by e, i, or y, it has the sound of "s" at the beginning of the word "seven".
   Examples: certain, city, cylinder.

2. When"c" is followed by any other letter, or is the final letter in a syllable, it usually has its hard sound--the sound "k" as in kangaroo. Examples: cord, fact, arc.

X

3. A sound commonly recorded by "x" is best represented by the letter combination "ks". Examples: mix, axle.

4. Often, and especially when it is followed by a vowel or by a silent "h", "x" records a sound represented by the letter combination "gz". Examples: exact, exhaust.

5. When "x" is the initial letter in a word--most of these will be highly technical words--it records the sound associated with the letter "z". Examples: xylophone, zylem.

G

6. When "g" is followed in a syllable by "e", "i", or "y" it usually has the sound of "j" as in Jim. Examples: ginger, gentle.

7. When "g" is followed by any other letter, or it is the final letter in a syllable, it usually has the sound of "g" in the word "go". Examples: gallon, wig.

8. When "g" is followed in a syllable by "n" it is silent.
   Examples: gnat, reign.

General Usage - Phonics Lesson 4

Exercise: Complete the following words by adding the correct silent letter.

1. thum__
2. crum__
3. com__
4. de__t
5. dou__t
6. ___eir
7. ___our
8. ___etto
9. ___ost
10. ___han
11. ___haki
12. r___eumatism
13. r___etorical
14. ___nowledge
15. ___nuckle
16. ___nock
17. __not
18. __night
19. psa__m
20. sa__mon
21. fo__k
22. solem__
23. autum__
24. colum__
25. __sa__m
26. __sychic
27. __sychotic
28. condem__
29. ca__ch
30. pi__ch
31. epis__le
32. lis__en
33. of__en
34. cas__le
35. bo__t
36. lo__
37. __ertain
38. fa__t
39. __entle
40. plum__er
41. __nead
42. __ock
43. __avier
44. e__haust
45. sten__il

UNIT IV

VERB REVIEW

Search each of the following sentences for main verbs, auxiliary verbs and linking verbs. List them in the appropriate column at the right.

	Auxiliary	Main	Linking
1. He could have elected another subject.			
2. The dog seemed ill.			
3. The exception proves the rule.			
4. Hardship turned him into a patient man.			
5. The captain must have crossed his signals.			
6. His credulity stemmed from his naivete.			
7. I will not attend the lecture.			
8. The prisoner remained placid despite his ordeal.			
9. He had misplaced his textbook.			
10. The owl had been hooting in the elm tree.			
11. April is the cruelest month.			
12. They will have marched several miles by Tuesday.			
13. I placed a jar in Tennessee.			
14. He was called the "moonlight gambler."			
15. Does the Army recognize conscientious objectors?			
16. Drink to me only with thine eyes.			
17. Shall these bones live?			
18. How have the mighty fallen!			
19. There once was a place called Camelot.			
20. The quality of mercy is not strained.			

UNIT V

Spelling Rule #1

ei and ie. Use **ie** when the sound is long e (as in see):

believe
relieve
grief
thief
niece
field
priest
chief

A few common words are exceptions: either, neither, leisure, seize, weird.

Use ei after c, or when the sound is not long e:

receive
deceive
conceit
perceive
sleigh
neighbor
height
weight
heir
skein
foreign
sovereign

The most common exceptions are friend, mischief, handkerchief, sieve, view, fiery, financier.

Exercise #1 - Write the following words, supplying the missing letters (e and i) in the correct order:

1. for___gn
2. rel___ve
3. conc___ve
4. v___l
5. gr___f
6. rec___pt
7. s___ze
8. ach___ve
9. th___f
10. l___sure
11. sl___gh
12. n___ther
13. Pr___st
14. dec___ve
15. h___r

Exercise #2 - In each of the following, only one of the words is misspelled. Write the number of the misspelled word in each group on the line to the left:

_____ 1. 1)achievement 2)belief 3)frieze 4) weild

_____ 2. 1)preist 2)chief 3)thief 4)brief

_____ 3. 1)conceive 2)ceiling 3)conciept 4)receive

_____ 4. 1)freight 2)sleigh 3)reign 4)vien

_____ 5. 1)fiendish 2)handkercheif 3)inconceivable 4) sovereign

_____ 6. 1)fiery 2)friend 3)mischeif 4)height

_____ 7. 1)relieve 2)niece 3)sieze 4)piece

_____ 8. 1)leisure 2)feild 3)grief 4)sovereign

Spelling Rule #2 - Lengthening words ending in y

(a) If there is a consonant before the y, change y to i before adding a suffix (-ed, -er, -est, -ful, -ness, -less, etc.).

(Examples: hurry ---hurried ·pity --- pitiful)

(Exceptions: hurry --- hurrying pity --- pitying
dry -- dryness lady --- ladylike)

(b) If there is a vowel before the y, do not change the y before adding a suffix.

(Examples: joy --- joyful convey --- conveying)

Exercise 1 - Apply rules 2a and 2b as you add each designated suffix, and rewrite the word correctly in the space provided to the right:

1. extraordinary + ly = __________ 7. defy + ant = __________

2. gratify + ing = __________ 8. likely + hood = __________

3. modify + cation = __________ 9. rely + able = __________

4. necessary + ly = __________ 10. ply + ant = __________

5. fortify + cation = __________ 11. comply + ing = __________

6. purify + ing = __________ 12. merry + ment = __________

Exercise 2 - In each of the following, only one of the words is misspelled. Write the number of the misspelled word in each group on the line to the left:

____ 1. 1) trying 2)alliance 3)denial 4)carryed

____ 2. 1)glorifyed 2)secretarial 3)application 4)satisfied

____ 3. 1)supplier 2)amplifier 3)certifycate 4)multiplication

____ 4. 1)sillier 2)iciest 3)heavyness 4)merciless

____ 5. 1)worthyness 2)worrying 3)strayed 4)annoying

____ 6. 1)betrayed 2)temporaryly 3 married 4)loyalties

____ 7. 1)arbitrarily 2)responsibilities 3)monies 4)babys

____ 8. 1)obeying 2)tarrying 3)hastily 4)fiftyeth

Spelling Rule #3

(a) **Drop the final e before a suffix beginning with a vowel.**

(Examples: care + ing = caring   use + able + usable)

(Exceptions: noticeable, courageous)

(b) **Keep the final e before a suffix beginning with a consonant.**

(Examples: care + ful = careful   care + less = careless)

(Exceptions: true + ly = truly   argue + ment = argument)

Exercise 1 - Apply rules 3a and 3b as you add each designated suffix, and rewrite the word correctly in the space provided to the right:

1. announce + ment = ____________
2. treasure + er = ____________
3. imagine + ary = ____________
4. definite + ly = ____________
5. write + ing = ____________
6. virtue + ous = ____________
7. desire + able = ____________
8. revere + ent = ____________
9. safe + ty = ____________
10. arrange + ment = ____________
11. have + ing = ____________
12. lose + ing = ____________

Exercise 2 - In each of the following, only one of the words is misspelled. Write the number of the misspelled word in each group on the line to the left:

_____ 1. 1)usable 2) truely 3)argument 4)careful

_____ 2. 1)becoming 2)continuous 3)surprised 4)guideance

_____ 3. 1)careing 2)famous 3)awesome 4)entirely

_____ 4. 1)admiration 2)forceible 3)sensible 4)valuable

_____ 5. 1)perseverance 2)creator 3)shining 4)grieveous

_____ 6. 1)achievment 2)shaping 3) using 4) movable

_____ 7. 1)fiercely 2)forcing 3) noticable 4)careless

_____ 8. 1)lovely 2)couragous 3)fierceness 4)nineteen

Spelling Rule #4: Doubling Final Consonant:

Double the final consonant before a suffix that begins with a vowel if both of the following conditions exist:

1) the word has only one syllable or is accented on the last syllable

2) the word ends in a single consonant preceded by a single vowel

Examples:

drop + ing = dropping
plan + ed = planned
sit + ing = sitting

occur + ence = occurrence
propel + er = propeller
control + ed = controlled

If both of these conditions do not exist, the final consonant is not doubled before a suffix:

jump + ed = jumped
appear + ance = appearance

tunnel + ing = tunneling
travel + er = traveler

Exercise 1 - Apply rule 4 as you add each designated suffix and re-write the word correctly in the space provided.

1. run + er = ________
2. defer + ed = ________
3. swim + ing = ________
4. begin + er + ________
5. expel + ed = ________

6. hot + est = ________
7. expect + ation= ________
8. travel + ing = ________
9. riot + ous + ________
10. exist + ence = ________

Exercise 2 - In each of the following only one of the words is misspelled. Write the number of the misspelled word in the line at the left.

____1. 1) committing 2) stopping 3) traveling 4) offerring
____2. 1) talked 2) halted 3) refering 4) kneeled
____3. 1) sailing 2) hottest 3) planned 4) controled
____4. 1) dropping 2) tunneling 3) stopper 4) regretable
____5. 1) compelling 2) runing 3) jumping 4) swimmer
____6. 1) recurence 2) bragged 3) faster 4) appointed
____7. 1) planner 2) sliping 3) recoiled 4) regretting
____8. 1) condemning 2) sitting 3) wetest 4) whitest

Spelling Rule #5a, 5b, 5c.

(a) The -ful rule

The sound full at the end of a word is spelled with only one l.
Examples: careful, graceful, healthful, hopeful
Exception: the word full itself

(b) The -ceed or -cede rule

There are only three verbs in English ending in -ceed. All other verbs with that sound end in -cede.
-ceed: succeed, proceed, exceed
-cede: secede, recede, intercede, concede, etc.
Exception: supersede. This is the only verb ending in -sede.

(c) The k after c rule

In words ending in c, insert k before adding ed, er, ing, or y.
Examples: picnic - picnicked, picnicking, picnicker
panic - panicked, panicky
mimic - mimicking

Exercise 1 - Some of the following words are spelled correctly, some incorrectly. If the word is correct as is, write correct in the space to the right. If misspelled, rewrite the word, correcting the error.

1. hopeful ________________
2. proceded ________________
3. carefully ________________
4. picknic ________________
5. recede ________________
6. dreadfull ________________
7. acceed ________________
8. frolicking ________________
9. supercede ________________
10. conceed ________________
11. succeed ________________
12. mimiced ________________
13. cede ________________
14. trafficked ________________

Exercise 2 - Write the number of the misspelled word on the line at left.

1.	1) trafficking	2) supersede	3) flavorful	4) succede
2.	1) recede	2) mimicked	3) panicky	4) soulfull
3.	1) wrathful	2) exceed	3) stoickal	4) proceed
4.	1) precede	2) truthful	3) conceed	4) baleful
5.	1) secede	2) froliced	3) intercede	4) tasteful
6.	1) panicking	2) awfull	3) cede	4) heroic
7.	1) frolicking	2) comical	3) antecede	4) conickal
8.	1) doubtful	2) spoonfull	3) artful	4) truffle

UNIT VI

COMPARISON OF ADJECTIVES AND ADVERBS -

When we compare persons or things in order to see which contains more or less of a certain quality, we express relationship in three ways:

1. POSITIVE - denotes the simple quality: He is tall.
2. COMPARATIVE - denotes a higher degree of the quality: Charles is a taller boy.
3. SUPERLATIVE - denotes the highest degree of the quality: Peter is the tallest boy.

To form the comparative of adjectives and adverbs, add er to the positive or precede the adjective or adverb by the word more or less.

To form the superlative of adjectives and adverbs, add -est to the positive or precede the adjective or adverb by the word most or least.

Examples:
Positive - old, studious, beautiful
Comparative - older, more studious, less beautiful
Superlative - oldest, most studious, least beautiful

Some adjectives and adverbs have irregular comparisons:

Positive - bad, far, good, ill, little, many, much, several, some, well
Respective comparatives - worse, farther, better, worse, less, more, more, more, more, better
Respective superlatives - worst, farthest, best, worst, least, most, most, most, most, best

RULES FOR CORRECT USAGE OF COMPARISONS -

(a) Never use both forms of the comparative (-er and more), or the superlative (-est and most) together. Ex: prettier, prettiest (NOT more prettier, or most prettiest)

(b) Use the comparative degree when two persons or things are compared. Ex: Of the two boys, John is the less ambitious.

(c) Use the superlative degree when more than two persons or things are compared. Ex: John is the oldest of the three boys.

(d) When the comparison is used for more than two, exclude from the group the object compared by using ANY OTHER, ANY ELSE. Ex: He runs faster than anyone else in his class.

5

Exercise: Underline the correct expression in the parentheses.

1. My dog is the (more, most) playful of the three.
2. This glove is (more better, better) than that one.
3. The damage on my car was (worser, worse) than that on his.
4. This is the (coziest, most coziest) room in the house.
5. Hers was the (least, less) attractive of the two hats.
6. You are the (most beautifulest, most beautiful) girl I know.
7. Texas is larger than (any, any other) state in the United States.
8. Of all the graduates, he received the (better, best) grades.
9. The side that has the (more, most) runs wins.
10. She talks longer than (anyone, anyone else) in her Speech Club.
11. My drawing was the (bestest, best) in the class.
12. Mrs. Smith is a (stricter, more stricter) teacher than Mr. Jones.
13. Which of the two books is (best, better) for me to read?

UNIT VII

THE DOUBLE NEGATIVE

Do not use the negative words NO or NOT, and words ending with -n't, with other negative words like NOBODY, NOTHING, NONE, HARDLY, SCARCELY, BARELY, NEVER, ONLY, NO ONE, NEITHER, NOWHERE, BUT (when it means only). Using two negatives makes the sentence positive in meaning.

Example:
I don't like any (NOT none) of these.
I couldn't go anywhere (NOT nowhere).
He was (NOT wasn't) barely conscious.
I could (NOT couldn't) hardly move.

Exercise: Some of the following are incorrect and some are correct. Rewrite the incorrect sentences.

1. I haven't nothing to read.
2. I was not allowed to go nowhere.
3. I didn't see no one in the car.
4. There was no time left for dancing.
5. I've never been to no happening.
6. Laura hasn't given me one, neither.
7. Haven't you forgotten something?
8. Leonard hadn't never seen Cafe Figaro.
9. Mother couldn't hardly hear me.
10. We did nothing but dance all night.
11. We could scarcely hear the actors.
12. I'm sure I lost nothing, neither day.
13. There isn't but one maritime training high school in New York.
14. We couldn't hardly talk.
15. I'm not going no more.
16. She couldn't hurt nobody.
17. They can't come, neither.
18. They haven't nobody to play with.
19. I haven't any suit to wear.
20. In our country we haven't but four kinds of poisonous snakes.

UNNECESSARY WORDS

Some words add nothing significant to the meaning of sentences; others are merely repetitious. Omit all unnecessary or useless words, as those underlined in the following sentences:

My brother he joined the Navy.
This here pencil is hers.
That there house is mine.
Where is the teacher at?
Take your feet off of the desk.
You had ought to study.
What kind of a girl are you?
He had no money with which to pay him with.
She is a woman of about sixty years of age.
In the Bible it says there were giants on earth.
I want a wedding party of about the size of Lucy Johnson's.

Exercise: Draw a line through all unnecessary words.

1. Jack one day he broke his leg.
2. Where have you been at the last few days?
3. The bus had ought to be here.
4. That there man is my father.
5. Get off of that there car !
6. She's the kind of a person who looks for the bad in people.
7. In the Constitution it guards your right to carry weapons.
8. A hero is a person to whom we look up to.
9. Mrs. Floyd is a motherly-looking woman of about forty years of age.
10. Where's the men's room at?
11. He tore it off of his own shirt.
12. These here plants need to be watered.
13. He's got a ring on of about the size of a walnut.
14. You really had ought to see that there doctor I told you about.
15. This here town is very narrow minded.

UNIT VIII

WORD PAIRS

1. already - means previously.
   all ready - means all are ready (or wholly ready)

2. all right - This is the only accepted spelling. There is no word alright.

3. altar - a table or stand in a church, or a place for outdoor offerings
   alter - means to change

4. altogether - entirely
   all together - everyone in the same place

5. born - given birth
   borne - carried

6. brake - device to stop a machine
   break - to fracture or shatter

7. capital - of major importance; punishable by death; chief or governing city; goods or stock
   capitol - the building in which a state legislature meets; a statehouse
   the Capitol - the building in Washington, D.C. in which the Congress of the United States holds its sessions

8. cloths - piece of cloth
   clothes - wearing apparel

Underline the correct word in each of the following:

1. The damage has (all ready, already) been done.
2. Father was (all together, altogether) too surprised to protest.
3. Events have (born, borne) out my predictions.
4. Pete is an (alter, altar) boy at St. Anne's Church.
5. If you (brake, break) a window, you will pay for it.
6. When you are (all ready, already) I will help you.
7. Belgrade is the (capitol. capital) of Yugoslavia.
8. If you will (alter, altar) the neckline, I will order the costume.
9. My mother was (born, borne) in France.
10. Was his work (alright, all right)?
11. We used old sheets for cleaning (clothes, cloths).
12. We will (alter, altar) the building to suit tenants.
13. The dome on the (capital, Capitol) is illuminated at night.
14. Cars are (borne, born) across the river on a ferry.
15. The members have been waiting for an hour (already, all ready).
16. Everyone was wearing his best (cloths, clothes).

(continued next page)

17. Do you believe in (capitol, capital) punishment?
18. I applied the (breaks, brakes) immediately.
19. Are you feeling (all right, alright)?
20. The family was (all together, altogether) on my birthday.
21. The (nauseous, nauseated) student was excused from science class.
22. They (adapted, adopted) a supercilious attitude towards the poor.
23. The senator (inferred, implied) that the official was corrupt.
24. The boy was (borne, born) to a concentration camp during the War.
25. Can human beings (alter, altar) their warlike tendencies?

9. adapt - means to change in order to fit or be more suitable, to adjust
   adopt - means to take something and make it one's own.

10. allusion - is a reference to something
    illusion - is a mistaken idea

11. discover - means to find something which has been in existence but unknown
    invent - means to make something not known before, to bring something into existance

12. imply - means to suggest something
    infer - means to interpret, to get a certain meaning from a remark or an action

13. which - refers only to things
    that - refers both to people and to things
    who - refers only to people

Choose the correct expression in each of the following:

1. To survive, an animal must (adopt, adapt) to its environment.
2. Some adult novels have been (adopted, adapted) for young readers.
3. This is a girl (which, that) has talent.
4. The speaker (implied, inferred) that he was a friend of the President's.
5. I (implied, inferred) from the speaker's remarks that he was the President's friend.
6. His writing was full of classical (illusions, allusions).
7. Edison (discovered, invented) the electric light.
8. Is an author to blame for what the public (infers, implies) from his work?
9. His comments (inferred, implied) that he did not believe in socialism.
10. In spite of the evidence, he clung to his (allusions, illusions).
11. This is a book (which, whom) I recommend to any reader.
12. Einstein (invented, discovered) the principle of relativity.
13. Astronomers are still (inventing, discovering) names for spatial bodies.
14. What were you (implying, inferring) by that comment?
15. He wanted to (adopt, adapt) Athens as his city.

(continued next page)

16. The term "Sign of Jonas" is a biblical (illusion, allusion)
17. Alexander Graham Bell (discovered, invented) the principles of telephone communication.
18. I acquired a great respect for the Romans (which, whom) we studied in Latin class.
19. This is a book (which, that, whom) you would enjoy.
20. I (imply, infer) from what you say, that you dislike carrots.
21. Psychoanalysis can assist in ridding one of his (allusions, illusions).
22. Jesus (invented, discovered) the principles of Christianity.
23. Polar bears are able to (adopt, adapt) themselves to the Arctic climate.
24. He harbored the grand (allusion, illusion) that he was God.
25. Are you (implying, inferring) that he is omniscient?

Homonyms

14. coarse - rough, crude
course - path of action; part of a meal; a series of studies

15. complement - something that completes or makes perfect
compliment - a remark that says something good or flattering about a person; to say something good.

16. consul - representative of a foreign country
council - a group called together to accomplish a job
counsel - advice; the giving of advice

councilor - a member of a group organized for an activity
counselor - one who gives advice

17. desert - a dry region (the accent is on the first syllable)
desert - to leave (the accent is on the second syllable)
dessert - the final course of a meal

18. formally - conventionally, properly, according to strict rules
formerly - in the past, previously

19. its - (possessive) indicates ownership
it's - it is

20. later - more late
latter - the second of two

Exercise - Underline the correct choice of word.

1. Our (counsel, council, consul) in Romania has returned to Washington.
2. I enjoyed the dinner but not the (dessert, desert).
3. Try to avoid (coarse, course) language.
4. Mr. Abrams was (formally, formerly) vice-president of the bank.
5. No (counselor, councilor) may serve more than three years on the council.
6. I do not enjoy parties conducted as (formally, formerly) as this one.
7. The walls of the room were papered but (its, it's) ceiling had been painted.
8. Some people are distrustful of (compliments, complements).
9. We are not sure which (course, coarse) to follow.
10. (Desert, Dessert) soil is often fertile if irrigated.
11. Are you sure (it's, its) not too late?
12. I spent five summers working in a camp as a (counselor, councilor).
13. A golf (course, coarse) requires continual care.
14. I spoke to the major and the superintendent; the (later, latter) was more cooperative.
15. I can't recall his ever giving me a (compliment, complement) on my writing.
16. The soldiers who (deserted, desserted) were finally caught.
17. The guidance (counselor, councilor) advised me to take the test.
18. During his senior year, Albert (lead, led) the team to a championship.
19. Have you finished your (course, coarse) in hygiene?
20. These supplies will (compliment, complement) those you (already, all ready) have.
21. Are you feeling (all right, alright)?
22. By his sarcasm, we (inferred, implied) that he was (annoyed, aggravated).
23. He has (born, borne) his hardships bravely.

UNIT IX

SPELLING REVIEW

In each of the following cases only one of the words is misspelled. Rewrite it correctly in the space at the right.

1. access, accept, abreviate, advice 1.____________
2. accidentaly, accustom, aisle, already 2.____________
3. absurd, affect, angle, accomodate 3.____________
4. aggrevate, altar, across, among 4.____________
5. anxiety, acquainted, alotted, always 5.____________
6. artic, argument, arouse, analyze 6.____________
7. accessable, alumna, alter, ambiguous 7.____________
8. appropriate, arising, amatuer, airplane 8.____________
9. arithmetic, ascend, ascertain, athelete 9.____________
10. audience, auxiliary, audable, annual 10.____________

In each of the following spell out the word by supplying the proper "ie" or "ei" combination.

1. ach__vement
2. pr__st
3. conc__ve
4. sover__gn
5. fr__nd
6. rel__ve
7. sl__gh
8. l__sure
9. s__ze
10. n__ce

Spelling Drill #2

In each of the following cases only one of the words is misspelled. Rewrite it correctly in the space at the right.

1. becoming, bis cit, borne, boundaries 1.______________
2. busy, captin, cemetery, choose 2.______________
3. chargeable, corse, coming, committee 3.______________
4. cafateria, begging, blamable, based 4.______________
5. athletic, Britain, baring, clothse 5.______________
6. announcement, baseball, balence, cozy 6.______________
7. begger, chose, chosen, cite, 7.______________
8. bureau, brilliant, business, colum 8.______________
9. calinder, benefited, compel, concede 9.______________
10. corps, conquerer, course, counsel 10.______________

In each of the following write E in the space at the right if an "e" is needed. Write N if it is not needed. Write C if the word is correct as is.

1. announcement ____
2. treasurer ____
3. writeing ____
4. virtuous ____
5. haveing ____
6. arrangement ____
7. losing ____
8. guideance ____
9. desireable ____
10. definitly ____

Spelling Drill 3

In each of the following only one word is misspelled. Rewrite it correctly in the space to the write.

1. **defendent, derived, describe, develop** 1.____________
2. **digging, disease, dissipline, don't** 2.____________
3. **eigth, eligible, eminent, employees** 3.____________
4. **ecstasy, eliminate, embarassament, enemy** 4.____________
5. **excellent, except, exagerate, expense** 5.____________
6. **fiery, fascinate, Febuary, familiar** 6.____________
7. **forgeing, formally, fourth, friend** 7.____________
8. **furniture, fifth, fullfil, forfeit** 8.____________
9. **gauge, grammer, grandeur, guard** 9.____________
10. **heroes, hypocrisy, harrass, hesitancy** 10.____________

Combine each of the following words and suffixes. Write the new word in the space at the right.

1. **joy and full** 1.____________
2. **hurry and ed** 2.____________
3. **scurry and ing** 3.____________
4. **buoy and ed** 4.____________
5. **spoon and full** 5.____________
6. **mercy and less** 6.____________
7. **shy and ness** 7.____________
8. **allay and ed** 8.____________
9. **day and ly** 9.____________
10. **baby and ish** 10.____________

Spelling Drill 4.

In each of the following cases only one word has been misspelled. Rewrite it correctly in the space to the right.

1. imediately, incidents, infinite, influence 1.__________
2. intelligible, indispensible, itself, instance 2.__________
3. irresistible, lightning, libary, literature 3.__________
4. loose, lying, labratory, kidnaper 4.__________
5. mantle, maneuver, maintinence, manual 5.__________
6. marrige, muscle, mattress, naive 6.__________
7. necessary, neither, Negros, nickel 7.__________
8. niece, ninty, noticeable, nowadays 8.__________
9. occasion, omission, origin, occured 9.__________
10. partner, peaceable, permissable, persuade 10.__________

In each of the following cross out the word in which the final consonant has been incorrectly doubled before a suffix.

1. dropping, travelling, levelling, gallopped.
2. dinning, planned, sailling, occurring
3. containning, wetting, stopper, limitting
4. expelling, offerring, regrettable, debitted
5. hitter, slippery, planning, talkking

Spelling Drill #5

Write the letter of the misspelled word in each group on the line at the left.

______ 1. A) worthyness B) annoying C) ladylike D) liklihood

______ 2. A) friend B) responsiblities C) handkercheif D) moccasin

______ 3. A) symmetrical B) naptha C) mediocrity D) parliamentary

______ 4. A) accede B) dryly C) parallel D) grievious

______ 5. A) usable B) achievment C) lovely D) argument

______ 6. A) stoical B) conceed C) align D) awful

______ 7. A) doubtful B) artful C) picnicked D) preceed

______ 8. A) truffle B) irrelevant C) playright D) sestet

______ 9. A) embarrassing B) sieze C) anesthesia D) colossal

______10. A) entirely B) couragous C) perseverance D) pedagogue

______11. A) priest B) millionaire C) occurrence D) supercede

______12. A) prophesied B) antecede C) soulfull D) innocuous

______13. A) babys B) betrayed C) tarrying D) merriment

______14. A) indispensable B) predjudice C) idiosyncrasy D) hypotheses

______15. A) recommend B) rococo C) occurrance D) sensible

______16. A) connoisseurs B) panickey C) judgment D) counsel

______17. A) wierd B) rhythm C) government D) calendar

______18. A) forty B) altogether C) interseed D) representative

______19. A) regretable B) forfeit C) maintenance D) dissatisfied

______20. A) pronunciation B) aggravate C) category D) accidentaly

UNIT X

TROUBLESOME WORDS - PARALLEL STRUCTURE

IA. Preliminary Exercise: Underline the correct choice:

1. (Can, May) we register for two classes at the same time?
2. Would you please (bring, take) this check to the bank?
3. Einstein (immigrated, emigrated) to America from Germany.
4. The Smiths live (farther, further) down the street than we do.
5. Emily won't go (without, unless) her friend is invited also.
6. Will you please stop (aggravating, annoying) me?
7. (Almost, Most) everyone there knew the candidate.
8. Please do (as, like) your teacher says.
9. We have sold an unusually large (number, amount) of tickets.
10. Harry does (good, well) in most subjects.

IB. Explanation of Usage

1a. May we come home late?
b. Can you fix carburetors?
May means permission or possibility. Can means ability.

2a. Take this lamp over there.
b. Bring me that magazine.
Take means carrying away.
Bring means carrying toward speaker.

3a. Braun immigrated to America from Germany.
b. Few Americans are emigrating to Canada.
Immigrate means come into a country.
Emigrate means go from a country.

4a. The plane got farther away.
b. Let's get further in our work.
c. Further work will be assigned.
Farther means greater distance in space.
Further means greater distance in time or degree; it also means additional

5a. Don't leave without your gift.
Don't leave unless you must.
Without, a prep., means lacking.
Unless, a conj. means except when or except that.

6a. Noise aggravated his headache.
b. Ed's remark annoyed Mom.
Aggravate means make worse.
Annoy means irritate, make angry.

7a. We were almost finished on time.
b. Most people voted at night.
Almost, adv., means nearly.
Most., adj., means greatest in number.

8a. He runs like a champion.
b. He does as he is told.
Like, a prep., takes an object.
As, a conj., does not take an object.

9a. They asked a large number of questions.
b. Give us any amount of sugar.
Number is used with a plural word.
Amount is used with a singular word.

10a. He dances well.
b. He is a good driver.
Well is an adverb.
Good is an adjective.

IC. The following sentences are numbered to correspond with the order of the usage problems given above. Insert in each blank the word that would be appropriate for the sentence.

1. _____you prove you are a licensed driver?
2. I'll _____this note to my father when I go home.
3. The government tried to discourage______into this country.
4. I think I live___________from town than you do.
5. _________it stops raining, the march will have to be canceled.
6. She was___________that Betty had not accepted her idea.
7. Carnegie Hall___________always has capacity crowds.
8. Play your part___________the director tells you.
9. This game may be played by any__________of players.
10. Mr. Harrison recited poetry very_______

TROUBLESOME WORDS (11-20,

IIA. Preliminary Exercise: Underline the correct choice:

11. Your instructor shall (learn, teach) you some diction.
12. This was a (real, really) good book.
13. To pass the course, you must try (and, to) do better.
14. The reason you can't see the eclipse is (that, because) clouds are covering the sky.
15. (Since, Being that) Wilson High's group practiced so much, they won easily.
16. The parade is on(regardless, irregardless) of what Mayor Franklin says.
17. Philip Ariello has never been (anywheres, anywhere).
18. A book report (is when you write, is) an essay on a book you have read.
19. Harold is very different (than, from) his brother.
20. Browning (sure, surely) was a great poet.

IIB.Explanation of Usage (11-20)

11.a. We learn much from books
b. Mr. Fox teaches us math
Learn means to gain knowledge.
Teach means to give instruction.

12.a. Our dog is a real collie.
b. He really knows his subject.
Real, adj., means genuine.
Really, adv., means very or truly.

13... Wrong: These days one must try and do something for himself.
Right: These days one must try to do something for himself.

14... Wrong: The reason we're not going is because it's raining.
Right: The reason we're not going is that it's raining.

15... Wrong: Being that the weather is so bad, we'll stay.
Right: Since the weather is so bad, we'll stay.

16... Wrong: The show goes on irregardless of who shows up.
Right: The show goes on regardless of who shows up.

17... Wrong: They can't go anywheres.
Right: They can't go anywhere.

18... Wrong: Folk-rock is when you mix folk music with rock and roll.
Right: Folk-rock is folk music mixed with rock and roll.
*Don't use is when in definitions.
19... Wrong: Boxers are different than poodles.
Right: Boxers are different from poodles.

20... Wrong: My friends were sure delighted by my performance.
Right: My friends were surely delighted by my performance.

IIC. Insert in the blanks one of the two words from the correspondingly numbered sentences above (11-20).

11. Last year's experiences__________us a great deal.

12. That was a______________beautiful day.

13. Our parents hope we work ______make something of ourselves.

14. The reason for our poor performance was______we were tired.

15. The event was canceled________no one registered on time.

16. ___________of why it happened, someone will be accountable.

17. Without sufficient funds, a vacationer can't go _________.

18. Metaphor ________one thing compared to another without using like or as.

19. Rugby is different in all of its rules and activities _______ cricket.

20. The delegates were __________happy that their man won.

III. Parallel Structure

Parallel structure means that two or more ideas in a sentence are expressed in the same grammatical form.

Ex. Not: Anthony enjoys running, wrestling, and to box.

But: Anthony enjoys running, wrestling, and boxing.

Exercise III - (Parallel Structures) Underline the correct choice in the following:

1. The doctor recommended plenty of food, sleep, and (exercising, exercise).
2. Passing the oral test is usually more difficult than (to pass, passing) the written test.
3. The poem makes you feel the rolling of the cannon, the running of the horses, and (how afraid the solders were, the fear of the soldiers).
4. His stories are exciting, fascinating and (they baffle me, baffling).
5. Our neighbor is helpful, friendly, and (he talks a great deal, talkative).
6. Paperback books are handy, inexpensive, and (you can get them anywhere, easily available).
7. To climb the mountain is much more fun than (to go, going) up by the scenic railway.
8. The modern automobile has the advantages of strength and (being speedy, speed, moving swiftly).
9. To play fair is as important as (playing, to play) well.
10. To gain entrance they tried both persuasion and (force, to force their way in).

WORD USAGE **UNIT XI**

Note that answer no. 1 is identical in each case with the expression in the passage.

Read the passage in its entirety before answering the questions.

$\underset{1}{\underline{\text{Irregardless}}}$ of critical trends, T.S. Eliot $\underset{2}{\underline{\text{surely}}}$ stands high among the Twentieth Century's $\underset{3}{\underline{\text{principal}}}$ poets. One reason, however, that his greatness has been recently questioned is $\underset{4}{\underline{\text{because}}}$ todays' authors tend to distrust Eliot's highly controlled, tradition-conscious similes. $\underset{5}{\underline{\text{Since}}}$ $\underset{6}{\underline{\text{most}}}$ all poets $\underset{7}{\underline{\text{try to}}}$ create $\underset{8}{\underline{\text{real}}}$ effective comparisons, were Eliot's efforts any different $\underset{9}{\underline{\text{than}}}$ today's? $\underset{10}{\underline{\text{Can}}}$ present-day poets say that Eliot tried and $\underset{11}{\underline{\text{experienced only failure}}}$? A quick look will show that nothing could be $\underset{12}{\underline{\text{further}}}$ from the truth.

A simile $\underset{13}{\underline{\text{is when a comparison uses like or as}}}$. When it $\underset{14}{\underline{\text{takes}}}$ the imagination to an $\underset{15}{\underline{\text{extraordinary}}}$ new perspective, a simile shows $\underset{16}{\underline{\text{its}}}$ power--$\underset{17}{\underline{\text{like}}}$ in this example, written by a young poet in 1958: "The archaic ivory chessman are terrified. / Like snowmen, they melt in your mind's white glare." To pursue our point, $\underset{18}{\underline{\text{lets}}}$ compare this to a line by Eliot: "The world revolves like ancient women/ Gathering fuel in vacant lots." $\underset{19}{\underline{\text{Unless}}}$ you insist on engaging in an $\underset{20}{\underline{\text{aggravating}}}$ argument, Eliot's line is certainly not the $\underset{21}{\underline{\text{worser}}}$ of the two.

1. 1)Irregardless
   2)Regardless
2. 1)surely
   2)sure
3. 1)principal
   2)principle
4. 1)because
   2)that
5. 1)Since
   2)Being that
6. 1)most
   2)almost
7. 1)try to
   2)try and
8. 1)real
   2)really
9. 1)than
   2)from
10. 1)Can
    2)May
11. 1)experienced only failure
    2)failed
12. 1)further
    2)farther
13. 1)correct as is
    2)is a comparison using like or as.
14. 1) takes
    2) brings

Nowheres 22 in the literature of our century, can 23 one find the number 24 of quotable similes appearing in T.S. Eliot's works. In fact, both before and after he immigrated 25 to England, Eliot's works taught 26 innumerable young poets what poetic comparisons could do. Why even the young 27 poet quoted above owes a great artistic debt to Eliot's earlier lead. Sure 28, T.S. Eliot will be remembered "not for an age, but for all time."

15. 1)extraordinary
    2)extraordinarily

16. 1)its
    2)it's

17. 1)like
    2)as

18. 1)lets
    2)let's

19. 1)unless
    2)without

20. 1)aggravating
    2)annoying

21. 1)worser
    2)worse

22. 1)Nowheres
    2)Nowhere

23. 1)can
    2)may

24. 1)number
    2)amount

25. 1)immigrated
    2)emigrated

26. 1)taught
    2)learned

27. 1)young
    2)younger

28. 1)Sure
    2)Surely

WORD USAGE REVIEW

IA. **Preliminary Exercise:** Underline the correct choice in each of the following sentences.

1. In schools, teachers (advise, advice) their students to listen closely.
2. We were (altogether, all together) wrong in our opinion.
3. I felt the (effect, affect) of the explosion.
4. No one could (of, have) rescued the skipper from the reef.
5. The dog wagged (it's, its) tail.
6. Following the divine commands, Moses (lead, led) the tribes of Israel.
7. The escapee managed to (lose, loose) his pursuers.
8. Did you see that horse gallup (passed, past) the finish line.
9. At our graduation the state senator was the (principle, principal) speaker.
10. He was (quite, quiet) tired from working overtime.

IB Explanation of Usage (1-10)

1.a)Lawyers advise their clients.
b)Lawyers give advice to us.
Advise, a verb, means to counsel
Advice, a noun, means opinion.

2.a)We were altogether wrong.
b)We went home all together.
Altogether means completely.
All together means all of them.

3.a)He seems to affect our emotions.
b)We shall effect the change.
c)We feel the effect of smog.
Affect, a verb, means influence.
Effect, as verb, means bring about
Effect, as noun, means result.

4.a)You should have been there.
b)The rest of us protested.
Have is often a helping verb: should have, would have.
Of, a prep., takes an object.

5.a)It's a beautiful day.
b)The bird emitted its cry.
It's means it is.
Its means belonging to.

6.a) The general led his troops.
b) We may lead the way.
Led is the past tense of to lead.
Lead is the present tense of to lead.

7.a) Did you lose your purse?
b) Why is your cat loose?
Lose, a verb, means part with accidentally.
Loose, an adj., means free, unattached.

8. a) We passed our school.
b) We went past our school.
Passed, a verb, means to go by.
Past, as preposition, takes an object.
Past, as noun, means time gone by.
Past, as adjective, means gone by.

9. a) Review each principle of good usage.
b) The principal cause of failure is absence.
Principle, a noun, means fundamental law.
Principal, a noun, or adj., means main.

10. a) That was quite a party!
b) A sleeping child is a quiet child.
Quite, an adverb, means completely.
Quiet, an adjective, means still, soundless.

IC. The following sentences are numbered to correspond with the order of the usage problems given above. Insert in each blank the word that would be appropriate for the sentence.

1. You had best______your friends to go early.
2. The team was______mistaken in choosing Ralph as captain.
3. The crisis may_____of the election.
4. If you had practiced, you could____played with our group.
5. _______true that an animal will show____worst side if cornered.
6. Has Mr. Roberts_____the Sunday morning choir?
7. _______connections may result in faulty electrical operation.
8. Paul skated______his friends as they rounded the turn.
9. Unity is a_______idea in aesthetics.
10. Although she talked little, Alice was______at ease.

Troublesome words (11-20)

IIA. Preliminary Exercise: Underline the correct choice.

11. (Besides, Beside) this method, we tried three others.
12. As the procession came (in, into) the stadium, the crowd roared.
13. We divided the work (among, between) three people.
14. Although hostile, the audience listened (respectfully, respectively).
15. Our new plan is better (then, than) our old one.
16. Concentrate not only on the moves but on your opponent (to, too).
17. (Leave, Let) him do what he wants to do.
18. (Their, There) home was purchased through a G.I. loan.
19. Muzak provides (continuous, continual) music for clients.
20. He earned money by selling boxes of personalized (stationary, stationery).

IIB. Explanation of Usage (11-20)

11.a) We stood beside the highway.
b) Besides this method, we tried one other.
c) Besides, I'm already late.
Beside, a prep., means by the side of.
Besides, as prep., means in addition to; as adverb, moreover.

12.a) They are meeting in his office.
b) We walked into his office.
In means within.
Into means movement from outside in.

13.a) The ball went between Phil and him.
b) She is never at ease among boys.
Between is used with two things.
Among is used with more than two.

14.a) After his speech, they applauded respectfully.
b) The blue, red, and yellow sweaters belong to Jo, May, and Barbara respectively.
Respectfully means with proper respect.
Respectively means in the order stated.

15.a) I walk faster than you.
b) Then the car broke down.
Than, a conj., is used in comparisons.
Then, an adv., means at that time.

16. a) Please, go to the door.
    b) We attended the dinner too.
    c) The price was too high.
To, a prep., takes an object.
Too, means also; it also may mean excessively.

17. a) Let us go with you.
    b) Leave the house at nine.
Let means allow, permit.
Leave means go away, depart from.

18. a) There is no one here.
    b) Put the table over there.
    c) Their request was granted.
There fills out a sentence (a); also indicates place (b)
Their shows ownership.

19. a) Skating requires continual work.
    b) The rain was continuous for hours.
Continual means frequently repeated.
Continuous means without interruption.

20. a) Most railroad signs are stationary.
    b) Write your letters on good stationery.
Stationary, an adj., means fixed.
Stationery, a noun, refers to writing materials.

IIC. Follow-up Exercise. Fill in the blanks by inserting one of the two words from the correspondingly numbered sentence above (11-20)

11. I managed to park ________the curb.
12. Hoover was drafted_____the army where he stayed ______boot camp for 10 weeks.
13. ________you and me, this team can't possibly win.
14. Grades of B, A, and C were given in math, English, and art,____.
15. I'd rather read the paper__________watch TV.
16. There were________many people going______the show.
17. Will you please_______me bring desert.
18. If__________were no arguments, his motion would pass.
19. Prof. Windham visited the Folger Library_________.
20. Fine__________makes correspondence more pleasurable.

III.

Use any five troublesome words (1-20) in original sentences.

1.______________________________

2.______________________________

3.______________________________

4.______________________________

5.______________________________

Troublesome Words:

Circle the letter of your choice in the numbered questions to the right. Each question corresponds to a numbered word in the passage.

When we see difficult word pairs, $\underset{1}{\underline{\text{it's}}}$ not easy to be $\underset{2}{\underline{\text{altogether}}}$ sure of which word to choose. The $\underset{3}{\underline{\text{advise}}}$ of others is often $\underset{4}{\underline{\text{to}}}$ confusing to help us. The $\underset{5}{\underline{\text{affect}}}$ of $\underset{6}{\underline{\text{their}}}$ help is usually to make us $\underset{7}{\underline{\text{lose}}}$ what little memory we have of the things we learned in the $\underset{8}{\underline{\text{passed}}}$. In all liklihood, we could $\underset{9}{\underline{\text{of}}}$ eliminated our mistakes long ago had such people not intruded $\underset{10}{\underline{\text{there}}}$ ideas.

$\underset{11}{\underline{\text{Its}}}$ very hard to tell your friends $\underline{\text{to}}$ $\underset{12}{\underline{\text{leave}}}$ you alone. They're $\underset{13}{\underline{\text{quiet}}}$ sure they know the best way to study. They have been $\underset{14}{\underline{\text{led}}}$ to believe they have discovered the basic $\underset{15}{\underline{\text{principals}}}$ underlying easy study habits.

1. a. correct as is
   b. its
2. a. correct
   b. all together
3. a. correct
   b. advice
4. a. correct
   b. too
5. a. correct
   b. effect
6. a. correct
   b. there
7. a. correct
   b. loose
8. a. correct
   b. past
9. a. correct
   b. have
10. a. correct
    b. their
11. a. correct
    b. it's
12. a. correct
    b. to let
13. a. correct
    b. quite
14. a. correct
    b. lead
15. a. correct
    b. principles

Having been through the struggle himself,	16. a. correct
	b. past
a friend may demand, "Who's the one who has	17. a. correct
	b. then
already passed through this?" Then he	18. a. correct
16 17	b except
proceeds to help, whether you're prepared to	
accept help or not.	
18	

Troublesome Words

Circle the letter of your choice in the numbered question to the right. each question corresponds to a numbered word in the passage.

Those quite late-night chats between just	1. a.correct
1 2	b. quiet
two people lead us into a more meaningful	2. a. correct
3 4	b. among
friendship then either had ever experienced	3 a. correct
5	b. led
before. Beside engaging in numerous dialogue	4. a. correct
6	b. in
about fundamental personal principals, we	5. a. correct
7	b than
listened respectfully too each other's private	6. a. correct
8 9	b. besides
hopes and dreams. There seemed to be continuous	7. a. correct
10 11	b. principles
growth, rather than the stationery balance that	8. a. correct
12 13	b. respective
marks a loser relationship. We were altogether	9. a..correct
14 15	b. to

certain that if we $\underset{16}{\underline{\text{let}}}$ our mutual probings run $\underset{17}{\underline{\text{there}}}$ natural course, the $\underset{18}{\underline{\text{affect}}}$ would be salutary. Now that $\underset{19}{\underline{\text{its}}}$ all in the $\underset{20}{\underline{\text{passed}}}$, we know we were right.

10. a. correct
    b. their

11. a. correct
    b. continual

12. a. correct
    b. then

13. a. correct
    b. stationary

14. a. correct
    b. looser

15. a. correct
    b. all together

16. a. correct
    b. left

17. a. correct
    b. their

18. a. correct
    b. effect

19. a. correct
    b. it's

20. a. correct
    b. past

APPENDIX F

BOARD OF EDUCATION OF THE CITY OF NEW YORK

BERNARD E. DONOVAN, SUPERINTENDENT OF SCHOOLS

MANPOWER DEVELOPMENT TRAINING PROGRAM

110 LIVINGSTON ST, BROOKLYN, N. Y. 11201
MAURICE D. HOPKINS, ASST. SUPERINTENDENT
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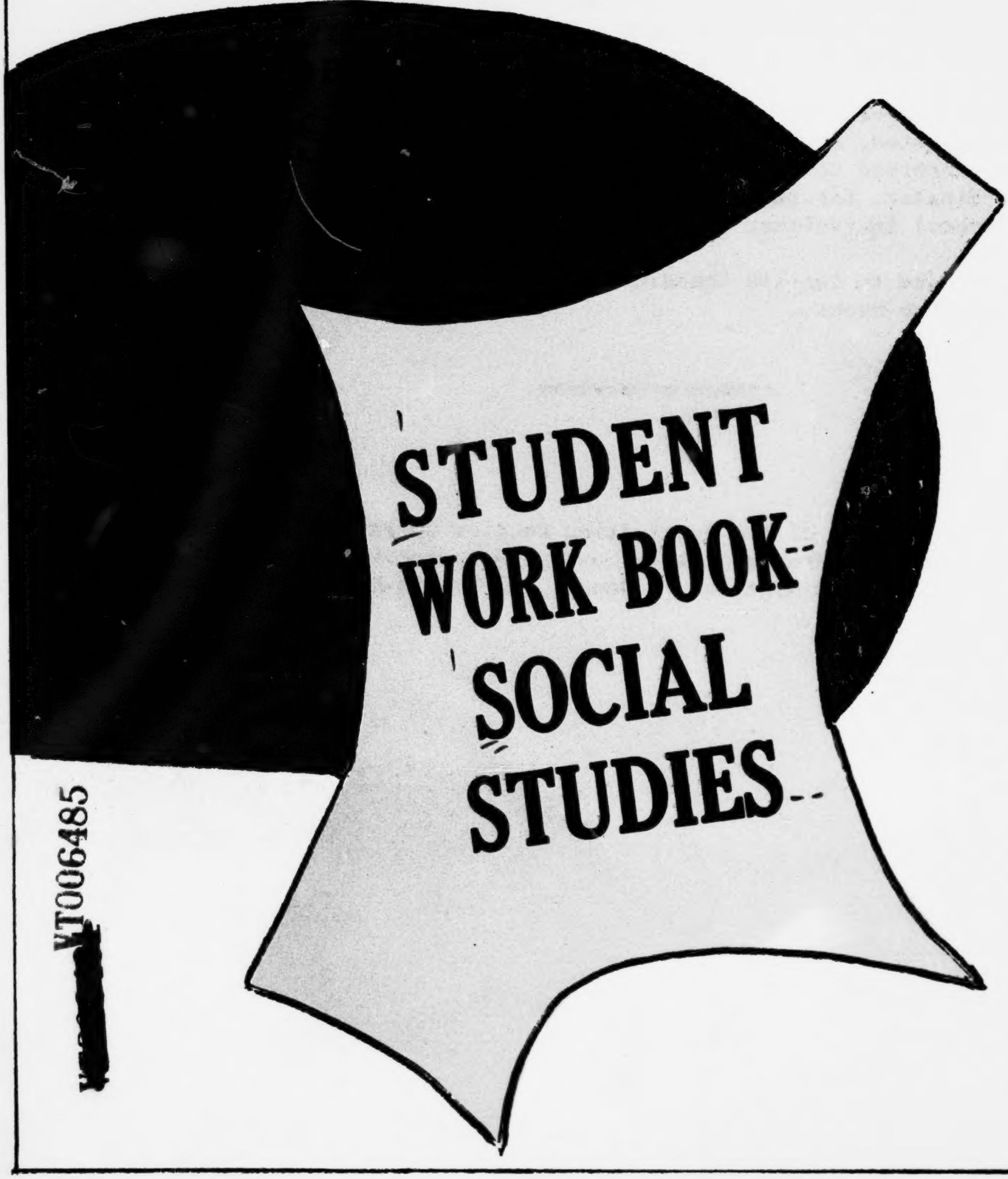

STUDENT WORK BOOK-- SOCIAL STUDIES--

ACKNOWLEDGMENT

The High School Equivalency Diploma Tests, Teacher Guides and Student Work Books were prepared by the Police Cadet Project of the Manpower Development Training Program under the direction of Roger Russell, Project Coordinator; Evelyn K. Sussman, Basic Education Supervisor; and Rhody McCoy, Basic Education Project Supervisor

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* * *

Produced by the trainees of the Duplicating Machine Operator Course of the New York City Adult Training Center under the supervision of Lloyd Williams, Instructor, and Algernon P. Henry, Teacher-in-Charge.

STUDENT WORKBOOK

SOCIAL STUDIES CONTENT OUTLINE

(Topical Information, Concepts, Related Vocabulary)

LESSON	TOPIC	PAGE
1.	U.S. Constitution-Background and Division of Powers	1
2.	U.S. Constitution-Basic Principles	2
3.	Economic Growth of U.S. - Industrial Revolution	3
4.	Economic Growth of U.S. - The New Deal	4
5.	Economic Growth of U.S.-Labor Unions	5
6.	Growth of Democracy - Meaning	6
7.	Foreign Affairs - Background	7
8.	Foreign Affairs-Formulation of Modern Foreign Policy	8
9.	Modern Foreign Affairs - World War II to Present	9
10.	Modern Foreign Affairs - Recent Developments	10
11.	Problems Facing Modern America-Domestic Problems	11
12.	Problems Facing Modern America-Foreign Problems	12
13.	Problems Facing Modern America-World Areas	13
14.	Our Heritage - Ancient Civilization	14
15.	Our Heritage - Renaissance	15

LESSON #1

THE UNITED STATES CONSTITUTION

Topic - Background and Division of Powers

A. Events leading up to the Constitution
   1. Brief overview of causes and result of the Revolutionary War.
   2. Constitutional Convention.
      a) In Philadelphia, 1787. Present were Washington, Franklin, and Madison, etc.

B. Basic concepts in the Constitution
   1. Division of Powers - Federal government is divided into three parts.
   2. Executive Branch - President of the United States
      a) Qualifications - over 35 years old, native born.
      b) Duties - appoints heads of departments, Commander-in-Chief of the Armed Forces, controls foreign relations, signs or vetoes bills.
   3. Legislative Branch - Congress.
      a) Senate - two from each state, regardless of the size of the state.
      b) House of Representatives - 435 members according to population of the state
      c) Duties of Congress - pass laws, make taxes, regulate interstate commerce
   4. Judicial Branch - United States Supreme Court
      a) Eight justices and a Chief Justice appointed by the President for life.
      b) Duties - rules on laws made by Congress by process called judicial review. Court decides on constitutionality of a law.

C. Related Vocabulary Lesson #1, 1 - 14

1. democracy
2. bicameral
3. veto
4. suffrage
5. representative
6. impeach
7. majority
8. minority
9. unanimous
10. ratify
11. interdependent
12. liberal
13. conservative
14. cabinet

LESSON #2

U.S. CONSTITUTION

Topic - Basic Principles

A. Checks and Balances

1. System used in order to prevent the rise of dictatorship. Each branch of government checks the other while they are also interdependent. (Review Lesson #1).

example - both parts of Congress are needed to pass a law, the President may sign it or veto, the Supreme Court is the final judge of a law's consitutionality.

B. Separation of Powers

1. Delegated powers - powers given only to the Federal government.

example - coins, money, declares war, post office

2. Residual powers - powers reserved only to the states.

example - education, marriage and divorce laws, licenses

3. Concurrent powers - powers shared by both the Federal and State governments.

example - taxation, police powers

C. Bill of Rights - the first ten amendments to the Constitution guarantees important civil and political rights.

example - freedom of speech, religion, right to assemble, right to bear arms, etc.

D. Separation of Church and State

1. Congress is forbidden to set up an established religion or support one religion.
2. Great importance in a democracy.

E. Related Vocabulary Lesson #2, 1-11

1. delegated
2. concurrent
3. police powers
4. states rights
5. petition
6. implied
7. dictatorship
8. totalitarianism
9. custom and tradition
10. amendment

LESSON #3

ECONOMIC GROWTH OF THE UNITED STATES

Topic - The Industrial Revolution Changes America

A. Life before the Industrial Revolution
   1. Most people were farmers - an agrarian society.
   2. Most products were made in the home.
   3. Transportation consisted of human, wind or animal power.
   4. Small towns and villages were predominant.

B. The Industrial Revolution
   1. Definition - a change from man-made to machine-made goods;
      a change from home-made to factory-made goods.
   2. Changes caused by the Industrial Revolution.
      a) growth of cities
      b) new means of transportation
      c) a predominance of urban dwellers and people working in jobs other than farming
      d) social and cultural changes
         1) air and water pollution
         2) slums
         3) need for more education
         4) more leisure time
   3. New business forms
      a) growth of the corporation
         1) a corporation is a business form in which stock is sold and there is limited liability
      b) big business
         1) giant corporations form monopolies in the latter half of the 19th and early part of the 20th centuries
         2) some famous men of this period-
            Rockefeller - oil
            Carnegie - steel
            Morgan - banking
            Ford - autos

C. Related Vocabulary Lesson #3, 1-12

1. rural
2. urban
3. suburban
4. homespun
5. capital (money)
6. tariff
7. mass production
8. assembly line
9. trust (monoply)
10. resources
11. competition
12. liability

LESSON #4

ECONOMIC GROWTH OF U. S.

Topic - The New Deal of Franklin Roosevelt

A. Conditions leading to the New Deal
  1. Business Cycle
    a) constant change from prosperity to depression
    b) worst depression in 1930's
  2. Causes of the Great Depression
    a) overproduction
    b) readjustment after World War I
    c) foreign competition
    d) stock market crash

B. Election of Franklin Roosevelt
  1. Public dissatisfaction with Republican leadership
  2. Election of 1932
  3. Problems facing Roosevelt
    a) 13 million unemployed
    b) banking failures
    c) low national morale

C. New Deal Legislation
  1. Three R's- releif, recovery and reform
    a) relief- public works, C.C.C., W.P.A.
    b) recovery-pump priming,getting industry moving
    c) reform- social security, F.D.I.C., N.L.R.B.

D. The New Deal and President Johnson's War on Poverty
  1. Comparisons
  2. The New Deal as a forerunner to the Great Society

E. Related Vocabulary Lesson #4, 1-12

  1. speculation commodities
  2. self-sufficient
  3. laissez-faire
  4. security (stock)
  5. deficit
  6. surplus
  7. moratorium
  8. consumer
  9. collective bargaining
  10. strike
  11. boycott
  12. minimum wage

LESSON #5

ECONOMIC GROWTH OF U. S.

Topic - Growth of Labor Unions

- A. Early labor conditions
  - 1. long hours and low wages
  - 2. unsanitary conditions
  - 3. lack of job security
- B. Early labor unions
  - 1. reasons for failure
    - a) immigration added much cheap labor
    - b) land available for dissatisfied workers
  - 2. Knights of Labor
    - a) first large union
    - b) failed to help workers
    - c) organized with both skilled and unskilled workers
  - 3. American Federation of Labor (A. F. of L.)
    - a) succeeded because of all skilled workers
    - b) leaders - Samuel Gompers and William Green
  - 4. Congress of Industrial Organizations (C.I.O.)
    - a) formed to organize unskilled workers
    - b) leaders - John L. Lewis, Walter Reuther
  - 5. Organized labor in the United States
    - a) right to strike allowed under Wagner Act
    - b) limitation of powers under Taft-Hartley Act
    - c) AFL and CIO merged in 1955
    - d) present status
  - 6. Labor versus management
    - a) weapons used by labor
      - 1) strike, picket line, boycott
    - b) weapons used by management
      - 1) lockout, scabs, injunction, profit-sharing
- C. Related Vocabulary Lesson #5, 1-8

1. collective bargaining
2. militant
3. federation
4. injunction
5. sabotage
6. profit-sharing
7. vertical union
8. horizontal union

LESSON #6

GROWTH OF DEMOCRACY

Topic - Meaning of Democracy

A. Democracy is rule by the people.
   1. Political democracy
      a) right to vote
      b) choice of candidates
      c) government of, by, and for the people
   2. Social democracy
      a) all equal in eyes of the law
      b) equal opportunity
      c) Bill of Rights
      d) Civil Rights
         1) equal educational opportunities
         2) equal access to housing, transportation, recreation, job opportunities

B. Majority Rule and Minority Rights
   1. Discussion of rights

   2. Importance in a democracy

C. Responsibilities of a citizen in a democracy

D. Civil Rights Act of 1964
   1. strengthened voting rights

   2. racial discrimination prohibited in public places

E. Related Vocabulary Lesson #6, 1-10

   1. prejudice
   2. discrimination
   3. disenfranchise
   4. integration
   5. segregation
   6. defacto
   7. filibuster
   8. rights
   9. duties
   10. responsibilities

LESSON #8

FOREIGN AFFAIRS

Topic - Background of our Foreign Policy

A. Early policy
  1. Isolation
    a) Washington's policy of no "entangling alliances"
  2. Monroe Doctrine
    a) Prevented further colonization of the Americas
    b) Led to United States domination in the Western Hemisphere
    c) Modern usage - Cuba, Dominican Republic
  3. The Spanish-American War
    a) Turning point in American foreign policy
    b) Acquired Puerto Rico, Philippines, and building and owing of the Panama Canal
  4. Foreign policy- Caribbean became an American lake
    a) Theodore Roosevelt
      1) dollar diplomacy
      2) "big-stick" policy
    b) Franklin D. Roosevelt- good-neighbor policy

B. Related Vocabulary Lesson #7, 1-10

1. isolation
2. intervention
3. nationalism
4. imperialism
5. colonization
6. "yellow press"
7. dollar diplomacy
8. big stick
9. annexation
10. territory

Lesson #8

FOREIGN RELATIONS

Topic - Formulation of Modern Foreign Policy

A. United States becomes a Pacific power
  1. Purchase of Alaska
  2. Annexation of Hawaii
  3. Trade with China and Japan
    a) "Open door" policy with respect to trade with China
    b) Early relations with Japan-Perry's visit

B. The United States and World War I
  1. Long period of neutrality
  2. Entered on the side of the Allies
  3. Fear of German victory
  4. Wilson's idealism as expressed the idea of "making the world safe for democracy."

C. Foreign policy after World War I
  1. Return to isolation
    a) failed to join League of Nations
    b) disillusionment with results of World War I
  2. Some involvement with rest of world
    a) joined in armaments limitation conferences
    b) joined peace movements-Kellogg Briand Pact, World Court

D. Related Vocabulary Lesson #8, 1-11

1. interdependent
2. arbitration
3. neutrality
4. blockade
5. autocracy
6. sedition
7. attrition
8. secret diplomacy
9. mandate
10. collective security
11. disarmament

LESSON #9

MODERN FOREIGN AFFAIRS

Topic - Events from World War II to Present

A. World War II
   1. Rise of Totalitarianism
      a) Japan's domination in the Pacific
      b) Germany's domination in Europe
      c) Communism gains control of Russia

   2. Causes of World War II
      a) Nazi German's expansion in Europe
      b) Japan's conquests in China
      c) Weakness of the allies

   3. The United States enters the war
      a) Pearl Harbor (Dec. 7,1941) reasons for Japanese attack
      b) The United States declares war on both Japan and Germany

   4. Results of World War II
      a) Victory causes problems
         1) "cold war" between U.S. and U.S.S.R.
         2) Occupation of Germany and Japan
         3) The atomic age

B. Related Vocabulary Lesson #9, 1-10

1. aggression
2. Fascism
3. appeasement
4. Communism
5. lend-lease
6. Axis
7. offensive
8. defensive
9. "iron-curtain"
10. NATO

LESSON #10

MODERN FOREIGN AFFAIRS

Topic - Recent Developments

A. Containment of Communism
   1. Marshall Plan - build up Post-war Europe
   2. Military Alliances
   3. Peaceful coexistence

B. Korean War
   1. International army under the United Nations helped stop aggression
   2. No final solution - a stalemate

C. The United Nations
   1. The UN attempts to maintain international peace and security
   2. Organs of the UN
      a) Security Council
      b) General Assembly
      c) International Court of Justice
      d) Secretariat
      e) others
   3. Successes of UN
      a) Prevented World War III
      b) helped independence of various countries - Israel, Indonesia
      c) fought hunger and disease in underdeveloped areas
   4. Failures of the UN
      a) no real disarmament
      b) Cold War
      c) Hungarian Revolution
      d) war in Vietnam

D. Related Vocabulary Lesson #10, 1-11

1. amphibious operation
2. armistice
3. negotiations
4. unification
5. sovereignty
6. summit conference
7. censure
8. genocide
9. conventional arms
10. unilateral
11. multilateral

LESSON #12

PROBLEMS FACING MODERN AMERICA

Topic - Domestic Problems

A. War on Poverty
  1. Some basic facts
    a) millions of families live on a poverty level
    b) technological unemployment is a growing problem
    c) poverty is greater among Negro families than white families

  2. "Great Society" - War on Poverty
    a) Job-Corp Training Centers
    b) Manpower Development Training Programs
    c) Anti-poverty agencies

B. Civil Liberties and Civil Rights
  1. Areas of prejudice
    a) religious - Catholics and Jews
    b) ethnic - Negroes
    c) housing
    d) employment
    e) political

  2. Campaign against discrimination
    a) Fair Employment Practices Committee
    b) Voting Rights Bills
      1) 23rd Amendment-voting for Washington, D.C.
      2) 24th Amendment-abolished state poll tax
      3) Civil Rights Act of 1964-unnecessary literacy tests
    c) Racial segregation in public schools
      1) Supreme Court Act of 1954
      2) progress toward integration

C. Related Vocabulary Lesson #11, 1-9

  1. poverty
  2. affluence
  3. inflation
  4. Appalachia
  5. technological unemployment
  6. automation
  7. literacy test
  8. "token" integration
  9. public accommodations

LESSON #12

PROBLEMS FACING MODERN AMERICA (Continued)

Topic - Foreign Problems

A. The War in Vietnam
  1. Background
    a) originally French Indo-China, until 1954
    b) American involvement begins in the early 1960's with advisers and aids.
  2. American involvement grows
    a) due to deteriorating situation, Pres. Johnson sends more troops to Vietnam
    b) bombing of North Vietnam
  3. Domestic disagreements over U.S. policy
    a) Doves - stop bombing and start peace talks
    b) Hawks - bomb further and possibly invade North Vietnam

B. Relations with Communist China
  1. China feels that Vietnam is in their sphere of influence.
  2. problem of the two Chinas.
    a) United States support of Nationalist China in the UN.
    b) non-support of Communist China
  3. Relations between China and Russia.
    a) recent events between the two Communist giants show a split in ideology.
    b) over war in Vietnam

C. Relations with the Union of Soviet Socialistic Republics - U.S.S.R.
    a) easing of the Cold War
    b) limited ban on nuclear testing
    c) space rivalries
    d) commercial agreements

D. Related Vocabulary Lesson #12, 1-7

  1. satellite
  2. hotline
  3. peaceful coexistence
  4. Red Guard
  5. unconditional
  6. neutralists
  7. ideology

LESSON #13

PROBLEMS FACING MODERN AMERICA (Continued)

Topic - Understand World Areas

A. Africa-
  1. History of Africa and its relations with Europe - Imperialism in the 19th century
  2. Tribalism-
     a) problem today of tribes being divided into various national states against their choice
     b) leadership
  3. Africa today-
     a) Africa is of great importance in world affairs
        1) growing population
        2) great natural resources
        3) role of African nations in UN.
  4. Geography of Africa-
     a) North of the Sahara
        1) mostly Moslem and Arabs
        2) climate like southern Europe
        3) mainly agricultural
     b) South of the Sahara Desert
        1) mostly Negro
        2) climate varies - mainly hot and humid
        3) mainly agricultural, also mining of gold and diamonds
  5. South Africa-
     a) policy of aphurteid
     b) world relations
        1) strict segregation of the races
  6. Conditions causing strife in Africa today-
     a) lack of trained leaders
     b) racialism
     c) rising nationalism
     d) economic underdevelopment

B. Related Vocabulary Lesson #13, 1-8

  1. apartheid
  2. turmoil
  3. civil strife
  4. missionaries
  5. mercenaries
  6. coup
  7. self-determination
  8. confederation

LESSON #14

OUR HERITAGE FROM THE PAST

Topic - Ancient Civilization and the Middle Ages

A. Egypt
  1. Contributions
    a) geometry
    b) architecture
    c) engineering
    d) the cradle of Western civilization

B. Ancient Greece
  1. Contributions
    a) intellectual and artistic genius
    b) Plato, Socrates, Aristotle - Literature

C. Ancient Rome
  1. Contributions
    a) Roman law
    b) architecture
    c) Roman government
  2. Rise of Christianity during the Roman Empire

D. Fall of the Roman Empire and the Middle Ages
  1. Reasons for the fall of Rome.
    a) extent of Empire made it too difficult to govern.
    b) Romans grew too weak
    c) Barbarians from Germany swept into the Roman Empire.
  2. The Middle Ages
    a) a connection between ancient and modern times
    b) period of constant warfare and little learning
    c) Feudalism

E. Related Vocabulary Lesson #14, 1-10

1. heritage
2. ancient
3. monotheism
4. barbarian
5. pagan
6. martyr
7. anarchy
8. heathen
9. serf
10. monastery

LESSON #15

OUR HERITAGE FROM THE PAST (Continued)

Topic - The Renaissance and the Dawn of Modern Times

A. The Renaissance- the rebirth of learning

1. **The Renaissance was the time between the Middle Ages and Modern Times.**
    - a) **period of reawakening and relearning**
    - b) **great artists, sculptors, writers and scientists.**
        - 1) **da Vinci and Michelangelo**
        - 2) **Shakespeare and Dante**
        - 3) **Copernieus and Gallileo**

B. Modern Times

1. **Developments that caused the modern era.**
    - a) **The Reformation-the beginning of the Protestant religion**
    - b) **Development of national states**
        - 1) **nationalism helped to end the Middle Ages**
        - 2) **growth of the Middle Class**
    - c) **the discovery of America**
2. **The beginning of the Industrial and Scientific Revolution**

C. Related Vocabulary Lesson #15, 1-6

1. **exploration**
2. **individualism**
3. **revolution**
4. **evolution**
5. **divine-rights monarchy**
6. **limited monarchy**

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TEACHER GUIDE
FOR
HIGH SCHOOL EQUIVALENCY
IN
SCIENCE

VT006485

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TEACHER GUIDE

SCIENCE

CONTENT

A. DIRECTIONS TO TEACHERS:

The following topics have been selected and organized in order to provide a survey course in general science concerning the basic conceptual elements while building the necessary scientific vocabulary. They help the trainees understand natural laws, specialized vocabulary, concepts and inferences.

Each topic consists of one or more complete lessons. Each lesson contains one or more basic concepts. Exercises are provided for reinforcement, assignment and review. Although each lesson represents a class session, the actual number of hours per lesson will vary according to specific class needs.

B. REFERENCES:

1) Page Reference for Content Outline: Amsel, Bernice & Stanger, Robert, General Science, Monarch Press, New York, 1965

2) Additional General Reference: Lemkin, William, Visualized General Science, Oxford Book Company, N.Y., 1965.

C. SUGGESTED LESSON SCHEDULE

D. INTENSIVE REVIEW

E. CONTENT OUTLINE - 27 units

F. SCIENCE VOCABULARY LIST

TEACHER GUIDE

C. SCIENCE - SUGGESTED LESSON SCHEDULE

UNIT	CONTENT
I.	Life
II.	The Plant Kingdom
III.	The Animal Kingdom
IV.	Nutrition in Man
V.	The Systems of Man
VI.	The Systems of Man Continued
VII.	Keeping Our Bodies Healthy
VIII.	The World of Matter
IX.	The Amazing Atom
X.	The Amazing Atom Continued
XI.	Familiar Chemical Reactions
XII.	Importance of Water
XIII.	Magnets
XIV.	The Magic of Electricity
XV	The Magic of Electricity Continued
XVI.	The Science of Light
XVII.	The Physics of Gravityand Friction
XVIII.	The Physics of Gravity and Friction Continued
XIX.	Modern Transportation
XX.	Our Neighbors In Space
XXI.	Our Neighbors In Space Continued
XXII.	The Changing Seasons
XXIII.	Time Location on Earth
XXIV.	The Rocks of The Earth
XXV.	The Changing Face of The Earth
XXVI.	Our Ocean of Air
XXVII.	Our Changing Weather

TEACHER GUIDE

D. SCIENCE - INTENSIVE SCIENCE REVIEW

UNIT	CONTENT
I.	Life
II.	The World of Matter
III.	The Amazing Atom
IV.	Familiar Chemical
V.	Importance of Water
VI.	Magnets
VII.	Electricity
VIII.	Science of Light
IX.	Gravity and Friction
X.	The Changing Seasons

TEACHER GUIDE

E. SCIENCE - CONTENT OUTLINE

Reference, Teacher and Student
GENERAL SCIENCE HIGH SCHOOL LEVEL,
Bernice Amsel, Robert Stanser, Monarch
Press, Inc, New York, New York, 1965.

UNIT	CONTENT	PAGE
I	LIFE	1,2
	A. Definitions	
	B. Life Activities.	
	C. Protoplasm and cells.	
	D. Cell reproduction.	
	E. Test Yourself.	3.
	F. Matching Test (optional).	3
	G. Discussion Questions.	3
	H. H.W. - Review Test (fill in).	4
II	PLANT KINGDOM	
	A. Definitions.	4
	B. Flowering Plant.	6
	C. Fertilization	8
	D. Multiple Choice Test.	8
	E. Matching Test (optional).	9
	F. Discussion Questions.	9
	G. H.W. Review Test(Completion).	9
III	ANIMAL KINGDOM	
	A. Definitions.	10
	B. Classification of Animals.	10
	C. Characteristics of Chordata.	12
	D. Multiple Choice Test.	13
	E. Completion (Optional) H.W.	13
IV	NUTRITION IN MAN	
	A. Definitions.	14
	B. Nutrition (living things).	14
	C. Multiple Choice.	16
	D. Completion (Optional) H.W.	16

E. SCIENCE - CONTENT OUTLINE (Continued)

UNIT	CONTENT	PAGE
V.	THE SYSTEMS OF MAN	
	A. Definitions	17
	B. The Human Body	17
	1. The digestive system	
	2. The circulating system	
	a) the heart	
	b) the blood	
	C. Multiple Choice	20
	D. Completion (optional) H.W.	21
VI.	THE SYSTEMS OF MAN-Continued	
	A. Definitions	17
	B. The Human Body	17
	1. The respiratory system	19
	2. The excreting system	20
	3. Behavior	20
	C. Multiple Choice	20,21
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SCIENCE VOCABULARY LIST

F.

Lesson 1: assimilation, respiration, reproduction, stimulus, response cell, protoplasm.

Lesson 2: classification, phylum (plural Phyla), chlorophyll, parasite saprophyte, spore, osmosis, embryo, germination.

Lesson 3: host, review vocabulary of lessons 1, 2.

Lesson 4: nutrients, green plants, photosynthesis, calories.

Lesson 5:& 6: digestion, circulation, respiration, excretion, sensitivity.

Lesson 7: disease, antibodies, infectious diseases, non-infectious diseases.

Lesson 8: matter, volume, property, state of matter, molecule, evaporation, condensation, expansion, contraction, soluble, insoluble, solute, solvent.

Lessons 9&10: element, atom, compound, molecule, mixture, atomic number, atomic weight, isotopes, atomic energy

Lesson 11: symbol, formula, property, chemical equation, energy

Lesson 12: underground water, water table, ground water, pressure, buoyancy, potable water, dissolved, suspended, aqueduct, precipitate.

Lesson 13: magnetic material, non-magnetic material, force, alloy, magnetized, circuit.

Lesson 14: amber, electron, conductor, insulator, galvanometer, electrolyte, alternating current, direct current.

Lesson 15: volt, ampere, ohm, watt, watt hour, series,parallel.

Lesson 16: luminous, illumination, vacuum, diffused, concave, convex,focus, photoelectric cell, ammeter, opaque, translucent, transparent,prism.

Lesson 17 & 18: body, fulcrum, lever, effort, radiant energy, heat energy, sound energy, mechanical energy, chemical energy, electrical energy, atomic energy.

F. SCIENCE VOCABULARY LIST (Continued)

Lesson 19: lubrication, inertia, acceleration, lift, thrust.

Lesson 20: astronomy, stars, telescopes, spectroscopes, magnitude, incandescence, light years, constellations, galaxies, solar system, revolution, rotation, orbits, eclipse, umbra, meteors, comets, penumbra.

Lesson 21: photosphere, chromosphere, corona, planetoids, satellites.

Lesson 22: rotation, angle of inclination, parallelism, equinox, solstice, vertical rays.

Lesson 23: earth grid, latitude, parallels, meridians, longitude, international dateline, chronometer, apparent solar day, sideral day, mean solar day.

Lesson 24: mantel rock, outcrop, minerals, igneous rocks,sedimentary rocks, metamorphic rocks.

Lesson 25: weathering, erosion, glaciers, snow line, diastrophism, vulcanism,

Lesson 26: air, atmosphere, northern lights, troposphere, stratosphere, ionosphere, exosphere.

Lesson 27: conduction, convection, radiation, humidity,thermoters, barometers, aneroid.

APPENDIX H

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BOARD OF EDUCATION OF THE CITY OF NEW YORK
BERNARD E. DONOVAN, SUPERINTENDENT OF SCHOOLS

MANPOWER DEVELOPMENT TRAINING PROGRAM
110 LIVINGSTON ST. BROOKLYN, N. Y. 11201
MAURICE D. HOPKINS, ASST. SUPERINTENDENT HERMAN A. KRESSEL, DIRECTOR

TEACHER GUIDE
FOR
HIGH SCHOOL EQUIVALENCY
IN
MATHEMATICS

VT006485

[redacted]

ACKNOWLEDGMENT

The High School Equivalency Diploma Tests, Teacher Guides, and Student Work Books were prepared by the Police Cadet Project of the Manpower Development Training Program under the direction of Roger Russell, Project Coordinator; Evelyn K. Sussman, Basic Education Supervisor; and Rhody McCoy, Basic Education Project Supervisor.

The research and writing were done by the following High School Equivalency staff members: Anthony Giordano, Louis Insalaco, EVA KERR Christopher Kittrell, Jay Shapiro, Robert Stoddard and LaVerne Thornton.

All High School Equivalency materials were tried in actual teaching situations, evaluated, revised and rewritten in final form. Special gratitude is expressed to Herman A. Kressel, Director, and Herman Slotkin, Coordinator, for their guidance and support in the preparation of the High School Equivalency materials.

Thanks are extended to Cecilia Chandler for assistance in preparing the Guides and Work Books.

* * *

TEACHER GUIDE

MATHEMATICS

A. DIRECTIONS TO TEACHERS:

The following units have been selected and organized in order to provide essential fundamental arithmetic skills and its application to problem solving.

Trainees with arithmetic deficiencies must be taught the use of the number system in addition, subtraction, multiplication, and division. Without this firm foundation, instruction in essential calculations with whole numbers, fractions, percentages and higher mat ematics is of little value.

Trainees with an adequate basic skills can then be taught to understand concepts and practices as a means of solving mathematical number and verbal problems.

The INTENSIVE REVIEW and the SUGGESTED LESSON PLAN SCHEDULE will help the instructor organize his teaching. Although each lesson represents a class session, the actual number of hours per lesson will vary with specific class needs.

B. REFERENCES:

1. Page references for Content Outline

   a) Dressler, Isidore, Preliminary Mathematics, Amsco Publishing Co., New York, 1965.

   b) Robbins, Jack and Finkelstein, Milton, Ninth Year Mathematics, Cambridge Book Company, New York, 1960

2. Additional Test Reference

   Arco Publishing Compay, New York, 1966.

C. CONTENT OUTLINE - 13 Units

D. INTENSIVE REVIEW

E. SUGGESTED LESSON PLAN SCHEDULE

TEACHER GUIDE

PART C. MATHEMATICS - CONTENT OUTLINE

UNIT	CONTENT	REFERENCE	PAGE
I	Arithmetic of Whole Numbers	PRELIMINARY MATHEMATICS	
	(4 lessons)	Dressler, Isidore	
	A. heading + representation		
	B. addition		13
	C. subtraction		16
	D. Multiplication + (Zeros)		19, 21
	E. Division + (Zeros)		25-27
	F. Rounding off		10
II	Fractions (9 Lessons)	PRELIMINARY MATHEMATICS	
	A. Meaning	Dressler, Isidore	32
	B. reduction to lowest terms		34
	C. mixed numbers to improper fractions		36
	D. improper fractions to mixed numbers		38
	E. fractions to equivalent & higher terms		39
	F. finding L.C.D.		42
	G. comparing fractions		41
	H. addiing like fractions		43
	I. adding unlike fractions		45
	J. subtract like fractions		48
	K. subtract unlike fractions		50
	L. multiplication of fractions		52-59
	M. division of fractions		61-66
III	Decimals (5 Lessons)	PRELIMINARY MATHEMATICS	
	A. Meaning	Dressler, Isidore	69-71
	B. comparison of (rounding off) decimals		72, 73
	C. Adding decimals		74
	D. subtracting decimals		77
	E. multiplying decimals		79-83
	F. dividing decimals (by 100)		84-87, 90
	G. figuring with fractions & decimals		91
	H. changing a fraction to a decimal		93
	I. changing a decimal to a fraction		96

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IV.	Percentages (4 Lessons)	PRELIMINARY MATHEMATICS	
	A. meaning	Dressler, Isidore	98
	B. percents to decimals		99
	C. Decimals to percents		100
	D. percents to fractions		101
	E. fractions to percents		103
	F. finding percent of a number		106, 107
	G. finding percent of increase or decrease		111, 113
	H. percents larger than 100%		
	Algebra-Language of Signs & Symbols	NINTH YEAR MATHEMATICS	
	A. Symbols of Operation(4 Lessons)	Robbins, Jack & Finkelstein,	1
	1. algebraic numbers	Milton	2
	2. expressing products		3
	3. writing algebraic equations		3-8
	4. order of operations		8
	5. evaluation of algebraic expressions		9
	B. Exponents (2 Lessons)		12
	1. more about parentheses		14
	2. evaluating algebraic expressions containing parentheses		15
	3. factors, coefficients, combining terms		17
	4. addition & subtraction of like terms		18
	C. The Formula (3 Lessons)		23
	1. writing formulas from verbal statements		24
	2. variables & constants, dependence in variation		27-28
	3. evolution of formulas (solving a formula for one of its terms)		33
	4. problem solving by formulas		35-39
	a. simple interest; b. income; c. compound interest		
	Application of Formulas to Geometry	NINTH YEAR MATHEMATICS	
	A. Polygons (1 Lesson)	Robbins, Jack & Finkelstein,	44
	1. trianges; 2 quadrilaterals; 3. circles; 4.parallelograms; 5. trapezoids	Milton	44-47

UNIT	CONTENT	REFERENCE	PAGE
VI.	B. Areas & Perimeters of Plane Plane Figures (1 lesson)	NINTH YEAR MATH. Robbins,&Finkelstein	50-56
	C. Geometric Solids (1 lesson)		57
	1. prime		58
	2. right circular cylinder		58
	D. Volumes of Solids, Surface Areas of Solids(2 lessons)		59-62, 65
	E. Graphs (3 Lessons)		72
	1. Pictograph-interpeting a pictograph		72
	2. broken-line graph-interpreting a broken-line graph		75
	3. bar graph-interpreting bar graph		80
	4. circle graphs-interpreting circle graphs		84
	5. graphing a formula		
VII.	Addition, Subtraction, Multiplication and Division of Signed Numbers	NINTH YEAR MATHEMATICS Robbins & Finkelstein	90
	A. Definition-Review (1 Lesson)		92
	B. Monomials & Polynomials(1 lesson)		92
	C. Addition of Signed Numbers with Like Signs (1 Lesson)		92
	1. addition of positive numbers		92
	2. addition of negative numbers 1 Lesson		93
	D. Addition of signed numbers with unlike signs		93
	E. Addition of polynomials 1 Lesson		96
	F. Subtraction of Signed Numbers		
	1. subtraction of monomials & polynomials		99-102
	2. exercises 1 Lesson		101-102
	G. Multiplying of Monomials (3 Lessons)		103
	1. raising a power to a power		105
	2. multiplication of signed numbers		105
	3. multiplying more than two numbers		108
	4. removing parentheses of a monomial by multiplication		109
	5. evolution of signed numbers		110
	6. raising negative numbers to powers		112
	7. multiplying a plynomial by a monomial		122

UNIT	CONTENT	REFERENCE	PAGE
VII.	H. Division of Monomials (1 Lesson)		
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	2. division of signed numbers		120
	3. dividing a polynomial by a monomial		122
	4. division by zero		
VIII.	Equations (6 Lessons)	NINTH YEAR MATH Robbins & Finkelstein	
	A. Solving equations by division		135-140
	B. Solving equations by multiplication		142-144
	C. Literal equations (Mult.&Div. only)		139-147
	D. Solving equations by subtraction		153
	E. Solving equations by addition		151
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	3. parentheses in equations		161
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	A. Number problems		165-167
	B. Motion problems		167-172
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	F. Mixture problems		181-183
	G. Investment problems		183-185
	H. Solution problems		185-189
	I. Perimeter problems		189-190
	J. Area problems		190-192
	K. Comprehensive problems		193-195
X.	Algebraic Solutions of Simultaneous linear equations (4 lessons)	NINTH YEAR MATH Robbins & Finkelstein and High School Equivalency Diploma Tests, Arco, 1966.	220
	A. elimination by subtraction & addition		221-223
	B. Solution by substitution		223-225
	C. Verbal problems involving simultaneous equations		227
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XI.	Ratio and Proportion (4 lessons)	NINTH YEAR MATH Robbins & Finkelstein and High School Equivalency Diploma Test, Arco, 1966.	
	A. Expanding ratios		276-277
	B. Proportion		276,279
	C. Ratio to percents		279
	D. Using ratios		280
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	2. profit margins		282
	3. tax rates		283
	4. price index		284
	E. Ratio problems		285
	F. Direct variation		287
	1. variation problems		289

UNIT	CONTENT	REFERENCE	PAGE
XII.	Pythagorean Theorum(3 Lessons	NINTH YEAR MATH.	334
	A. Square root of a number	Robbins & Finkelstein &	334-338
	B. Pythagorean theorum plus uses	High School Equivalency	338-341
		Diploma Test, Arco,1966.	
XIII.	Geometric Definitions(4 lessons)		
	A. Points and lines	NINTH YEAR MATH	351-353
	B. Angles	Robbins & Finkelstein &	355-359
	C. Sum of angles in triangle	High School Equivalency	365
	D. Plane figures	Diploma Test, Arco 1966	368
	E. Kinds of polygons		368
	F. Reasoning with triangles		370
	G. Quadrilaterals		374
	H. Other plane figures		374

TEACHER GUIDE

PART D. MATHEMATICS - INTENSIVE REVIEW

LESSON	CONTENT	REFERENCE	PAGE
I.	Basic Math	High School Equiv. Diploma Tests, Arco, 1966.	
	A. Fractions		225-228
	B. Decimals		229-231
	C. Percents		232-233
II.	Interest, Profit and Loss		240-241
III.	Profit and Loss, Tax		236-238 243-244
IV.	Ratio & Proportion		245-248 Problems P.248
V.	Work Problems Tank Problems		249-252 Problems P.252
VI.	Distance Problems		253-254 Problems 255
VII.	Fraction & Mixture		234-235 Problems 235
VIII.	Geometry		256-258 Problems 259
IX.	Series, Symbolic Math		260-261 Problems 261 262-264 Problems 263-264
X	Review		

TEACHER GUIDE

PART E. MATHEMATICS - SUGGESTED LESSON PLAN SCHEDULE

AIM	TIME	METHOD
1. Warm Up Drill	5 min.	two problems based on previous work
2. Homework Check	5-10 min.	problems worked on chalkboard by students
3. Review Oral Drill	5 min.	Short questions involving basic math e.g. $7 \div 2\frac{1}{4}$ etc. Last few problems based on new concept for motivational purposes
4. Motivation		Derived from oral drill
5. Demonstration of new technique	5-10 min.	Presented by teacher at chalkboar
6. Practical application	10 min.	five problems solved by students. Problems on chalkboard corrected an reworked
7. Review	5 min.	Method or procedure restated and demonstrated
8. Assignment plus individual assistance	Remainder of period	Problems assigned at start of peri to be worked at seats

APPENDIX I

BOARD OF EDUCATION OF THE CITY OF NEW YORK
BERNARD E. DONOVAN, SUPERINTENDENT OF SCHOOLS

MANPOWER DEVELOPMENT TRAINING PROGRAM
110 LIVINGSTON ST. BROOKLYN, N. Y. 11201
MAURICE D. HOPKINS, ASST. SUPERINTENDENT HERMAN A. KRESSEL, DIRECTOR

ED036608

TEACHER GUIDE
FOR
HIGH SCHOOL EQUIVALENCY
IN
CORRECTNESS OF EXPRESSION

VT006485

ACKNOWLEDGMENT

The High School Equivalency Diploma Tests, Teacher Guides, and Student Work Books were prepared by the Police Cadet Project of the Manpower Development Training Program under the direction of Roger Russell, Project Coordinator; Evelyn K. Sussman, Basic Education Supervisor; and Rhody McCoy, Basic Education Project Supervisor.

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TEACHER GUIDE

CORRECTNESS OF EXPRESSION
(Grammar, Usage, and Spelling)

A. DIRECTIONS TO TEACHERS

The following Content Outline integrates the essential elements in Correctness of Expression: grammar, usage, sentence improvement, vocabulary and spelling. Listed page references are to the Student Work Book, Drill for Skill, and The English Workshop. They include discussion topics and drill exercises which can be used for class sessions and homework assignments. In addition to spelling lessons on rules and plural formation, there is a Word List section. A minimum of 20 words should be taught weekly and followed by periodic testing.

The lesson sequence provides for specific achievement testing to evaluate student strengths and weaknesses and to indicate areas for additional study. Teachers will prepare tests in addition to those found in the basic sources. Although each lesson represents a class session, the actual number of hours per lesson will vary according to specific class needs.

B. REFERENCES

1) Page References for Content Outline

- a) S.W. = Student Workbook--Correctness of Expression Supplement.
- b) D.S. = Rickett, C.C., Drill for Skill, Amsco Publications New York, 1946.
- c) E.W. = Warriner, John E. and Blumenthal, Joseph C., The English Workshop (3rd Ed.): Grade 12 Review Course. Harcourt, Brace & World, New York, 1964.

2) Additional Teacher References

- a) Simpson, Louis, An Introduction to Poetry, St. Martin's Press, New York, 1967.
  This paperback book ($3.95) includes an introduction to poetry and a complete glossary of terms. The glossary is especially helpful in the preparation of lessons because it contains many useful examples illustrating the terms.
- b) Warriner, John E., English Grammar and Composition, Harcourt, Brace & World, New York, 1964. Complete Course.

C. LESSON SCHEDULE CONTENT OUTLINE - 55 Units

D. BASIC WORD LIST

TEACHER GUIDE
CORRECTNESS OF EXPRESSION

C. LESSON SCHEDULE CONTENT OUTLINE

Unit	Content	Reference
1.	Diagnostic Tests Analysis of Results	S.W.
2.	Frequently misspelled words (approximately 20 new words per week)	S.W.
3.	Phonics	S.W.
4.	Types of Sentence	D.S.74-75 E.W.11-12
5.	Subject and Predicate	D.S.61-63
6.	Noun and Pronoun Adjective	E.W.2-7 D.S. 2-4,7-9, 12-14
7.	Verb--active Adverb	E.W.8-9 D.S. 15-16, 18-20
8.	Linking Verb Helping Verb	D.S.140-143 D.S.177-178
9.	Use of comma in a series Use of comma with breaks: appositive, direct address, parenthetical expression, dates, and address	E.W.47-50
10.	Interjection Verb Review	D.S. 29 S.W.
11.	Preposition	E.W.15 D.S.22-23
	Conjunction	D.S.25-28
12.	Spelling Rule #1 - "ei/ie"	S.W. E.W.79-80
13.	Use of commas with non-restrictive modifiers, introductory expressions, compound sentences	E.W.54-59
14.	Parts of Speech Test	D.S.30-35
15.	Sentence Review (review units 4-5)	D.S.65-66 D.S.77-79
	Subject-Predicate test Simple, compound, fragment, run-on sentence	
16.	Spelling Rule #2 - lengthening words ending in "y" (review rule #1)	E.W.

17.	Subject complement with linking verb	D.S.176-177 E.W.82-84
	Run-on and fragment sentence practice	E.W.85-86
18.	Semicolon and colon	E.W.66-67
19.	Review test: subject-verb, subject complement-linking verb	D.S.63-64 67-68 178
20.	Spelling Rule #3 - dropping final "e" (review rule #2)	E.W.112-113
21.	Phrase - verb phrase, prepositional phrase, phrase as modifier	E.W. 15-17
22.	Clause and Relative pronoun	E.W.18-20
23.	Review clause and phrase-difference Review relative pronoun Subordinate conjuntion	D.S.50-51 E.W.19-20
24.	Dash Quotation Mark	D.S.95 E.W.68-70
25.	Spelling Rule #4 - Doubling final consonant (review rule #3)	E.W.133-135 S.W.
26.	Review test - parts of speech, sentence, phrases, clauses	
27.	Use of apostrophe---contractions, plurals of numbers and symbols, possessive nouns	E.W.70-73
28.	Agreement - Singular and plural, subjects and verbs Prepositional phrases, Compound Subjects	D.S.182-185 E.W.139-140
29.	Spelling Rule #5 - "ful", "ceed-cede", "K after c" (review rule #4)	S W.
30.	Subject-verb agreement using: a) "by", "or", "nor", "either...or" b) compound subject c) singular subject in meaning but plural in form	E.W.141-143 D.S.186-187
31.	Indefinite pronoun Pronoun agreement with antecedent	D.S.189-191 E.W.148-149
32.	Nominative and objective pronoun	D.S.193-196

33.	Noun plurals - Part I	E.W.157-158
34.	Objective pronoun Review use of subject pronouns	D.S.194-195 1-20
35.	Possessive noun apostrophe Review usage - lesson 27	D.S.224-225 E.W.70-73
36.	Who-Whom He-him review test	D.S.195-202 200 Exercise II
37.	Possessive pronoun (before gerund) Personal pronoun review	D.S.195-197 202-203 163-164
38.	Review Spelling rules Period Review Test	E.W.207-209 Teacher made
39.	Noun Plurals - Part II	E.W.180
40.	Principal parts of regular and irregular verbs Auxiliary with past participle	E.W.182-183 184-185
41.	Verb Tense - past perfect, present perfect	D.S.135-136 E.W.197-198
42.	Principal parts of difficult irregular verbs lie-lay, rise-raise, set-sit	D.S.157-164 149-153
43.	Irregular verb practice Perfect tense review	E.W.185-189 D.S.138-139
44.	Comparison of regular adjectives and adverbs	D.S.211-212
45.	Comparison of irregular adjectives and adverbs	S.W.Unit 6 D.S.212-213
46.	Double negative Unnecessary words	D.S.214-215 S.W.-Unit 7
47.	Word Pairs	S.W.-Unit 8
48.	Spelling Review	S.W.-Unit 9
49.	Grammar and Word Usage Review	E.W.60 D.S.99-102 S.W.-Unit 10
50.	Dangling modifiers--phrases, clauses, words	D.S.83-84 E.W.116-117

51.	Parallel Structures	E.W.123-126 S.W.-Unit 10
52.	Conciseness: unnecessary wordiness and repetition	E.W.102-103 235-236
53.	Co-ordination and subordination	E.W.93-95
54.	Main and subordinate ideas	E.W.95-98
55.	Word Usage Review General Review	S.W.-Unit 11 Teacher-made material

TEACHER GUIDE

D. BASIC WORD LIST

CORRECTNESS OF EXPRESSION

1

accept
except
advise
advice
affect
effect
bases
basis
loose
lose

2

assure
azure
quiet
quite
forward
forwarded
seen
scenes
weather
whether

3

proof
prove
grammar
grandma
accede
exceed
ascent
assent
access
excess

4

council
counsel
personnel
personal
assistance
assistants
remit
remitted
strictly
length

5

woman
women
formerly
formally
thorough
through
art
arctic
clothes
close

6

forth
fourth
passed
past
guessed
guest
hear
here
see
sea

7

write
right
way
weigh
sent
scent
cent
assent
ascend

8

sees
seize
wholly
holy
waive
wave
threw
through
wear
ware

9

aisle
isle
piece
peace
block
bloc
course
coarse
male
mail

10

appeared
guess
request
straight
judge
letterhead
dear
jagged
slight
adjusted

11

surprised
usually
prepared
guide
height
quart
jewels
see
equipped
prefer

12

please
weather
profit
leather
justified
purpose
yield
efficiency
justified
delightful

13

garage
pleasure
ought
quotes
supports
high
purpose
quick
suggested
previous

14

freed
blue
reply
believe
famous
zeal
new
size
twelve
science

15

procedure
favorite
desirable
graduates
annual
enrollment
optimism
views
equal
might

16

acquaint
weeks
envelope
discuss
carried
realize
organization
approve
meeting
inquiry

17

quotation
debt
committee
candidate
exemptions
banquet
indicted
embezzlement
hectic
obsolescence

18

holocaust
aberration
abeyance
abscess
abundance
accessible
accumulation
acquaint
across
actually

19

adage
addressee
adjunct
adoption
advise
aggravate
allege
amendment
amplify
ancient

20

anecdote
anemia
angle
annoyance
antipathy
apologetic
apparatus
appellate
appetite
aquatic

21

mine
mind
abate
abet
abide
abject
object
abjure
customers
abrupt

22

employees
break
metal
exhibit
superior
canceled
fiftieth
decorative
preferable
arouse

23

arraignment
ascertain
assessment
aversion
baccalaureate
bankruptcy
beatitude
belligerent
biased
quotation

24

luxury
apply
authorized
allowance
occurred
cooperate
experience
acquire
capital
capitol

25

occasionally
referred
unsuccessful
circumstances
separate
recommendation
criticism
judgment
similar
overdue

26

won't
convenience
privilege
complimentary
edition
description
exhibit
manufacturing
manufacturer
facilities

27

assistance
processes
procedures
devices
equipment
undoubtedly
refrigerator
permanent
maintenance
territory

28

opportunities
experience
organization
scarcity
adequately
personnel
proceeds
occurred
subscription
magazine

29

calendar
assistants
assistance
unnecessary
cannot
moreover
notwithstanding
reference
remedied
requisition

30

inasmuch as
principal
principle
repetition
overpaid
therefore
today
reinforcement
remittance
resign

31

wholly
advise
advice
accommodating
oversight
furthermore
tonight
reimburse
remit
remitted

32

correspondents
correspondence
develop
acknowledgment
overlook
nevertheless
do not
did not
representative
respectfully

33

respectively
restaurant
salutation
scissors
separate
similar
familiar
souvenir
statement
strenuous

34

competition
ridiculous
sanitary
secretarial
several
simultaneous
society
specialize
stationary
stationery

35

committee
rural
satisfactory
security
signature
sincerely
solemn
specify
statistics
strictly

36

responsibility
sacrifice
schedule
seize
significance
sociable
source
spectacular
straightened
sublet

37

subsidize
successful
surplus
syndicate
tendency
transparent
typewriter
unanimous
verification
voucher

38

substantial
suggestion
surprise
systematize
testimonials
treasurer
written
unmistakable
visible
waive

39

substitute
summary
susceptible
tangible
together
triplicate
typographical
utilities
vicinity
warrant

40

subtle
superintendent
syllable
tariff
transferred
turnover
typical
utilize
volume
current

41

whatever
privilege
equipment
through
throughout
reference
probability
desirous
desirable
pamphlet

42

wholesale
equipped
develop
quantity
quantities
definite
manufacturer
criticism
exhausted
substantial

43

wholly
familiar
occurrence
shipped
shipment
guarantee
recommendation
bulletin
wear
ware

44

woman
women
receipt
convenient
accommodation
occasion
existence
all right
acquainted
corporation

45

explanation
acquaintance
inquiry
practically
warehouse
cheese
chose
Connecticut
adjustment
succeeding

46

expiration
decidedly
transferred
apparently
whether
weather
ninety
particularly
annuity
annual

47

advertising
occasionally
congratulate
procedure
formerly
formally
ninth
accidentally
compelled
excuse

48

inconvenience
endeavoring
prove
proof
lose
loose
economies
accuracy
thoroughly
immediately

49

remittance
athletic
although
committee
divide
government
proceed
until
benefit
magnificent

50

absence
mathematics
argument
comfortable
earliest
height
recommend
inconvenience
altogether
noticeable

51

volume
column
vacuum
decision
entitle
length
stopped
apparently
Messrs.
compel

52

legible
allege
beginning
destroy
entire
judgment
surprise
losing
advisable
budget

53

across
verify
incentive
resistance
nuisance
reality
cancel
exaggerate
achievement
bazaar

54

despair
prejudice
beneficial
sponsor
ascertain
realize
cancellation
sufficiently
allot
miscellaneous

55

embarrass
aisle
disappoint
indebtedness
indispensable
dissatisfaction
changeable
recently
arctic
occurring

56

technical
tact
fascinate
leisure
economic
biased
defendants
statistics
attendance
omission

57

allotted
development
reasonable
immediately
laboratory
manual
noticeable
acquaintance
all right
becoming

58

misspelled
equipping
height
incidentally
license
miniature
occasionally
accommodate
athletic
beneficiary

59

nineteen
admission
hundredths
irresistible
losing
memorandum
o'clock
addressed
acknowledgment
benefited

60

offered
Massachusetts
hygienic
judgment
maintenance
miscellaneous
accidentally
accumulated
apparatus
chauffeur

61

comparative
discipline
exceed
succeed
proceed
procedure
investigation
majority
obstacles
partially

62

description
eligible
exorbitant
financier
ideally
injunction
justifiable
maneuver
official
patient

63

disappear
eliminate
familiar
similar
indebted
install
legitimate
minimum
opponents
peculiar

64

disappoint
embarrassment
finally
forcible
industrial
interrupt
machinery
minority
paragraph
politician

65

possession
preparation
proprietor
recognition
specimen
superintendent
temporary
agreement
arrangement
bookkeeper

66

possibility
presidency
questionnaire
reliability
structure
supersede
unusually
anticipate
assignment
bureaus

67

preliminary
privilege
receipt
routine
subsidy
suspicious
valuable
appropriate
associate
candidate

68

premium
probably
receive
soliciting
successor
sympathize
accept
architecture
available
characteristic

69

circular
consequence
customary
deferred
efficiency
exhibition
finally
illustration
inquiries
watches

70

competitors
controversy
dangerous
delegate
elimination
existence
foreign
increasing
assortment
enabling

71

conference
cordially
decision
difficulty
especially
extravagant
frequent
merit
pleasure
tomorrow

72

confident
creditor
defendants
disposal
exclusively
financial
haphazard
instructors
pleasant
explain

73

appreciate
confidential
sincerely
enclosure
dropped
always
farewell
en route
cashier
analysis

74

careful
extension
believe
material
concern
whereas
indoors
piece
peace
clothes

75

estimate
apologize
models
applicant
catalog
addition
edition
accompanying
freight
copies

76

relations
opinion
dealers
using
regarding
almost
likewise
relieve
handkerchief
cylinder

77

conscience
auxiliary
apparent
commit
livelihood
emphasize
encourage
literature
accessory
installation

78

courteous
career
carrier
controlled
oblige
February
fascinate
municipal
admittance
movable

79

dictionary
consciousness
association
eighth
omitted
January
likely
perhaps
campaign
parcel

80

arrival
courtesy
balance
grammar
physician
knowledge
intentionally
recognize
collateral
Pittsburgh

81

pursue
writing
distinct
vegetable
endorsement
necessity
truly
attorneys
handsome
permanent

82

replies
accidentally
interfere
abundance
genuine
precious
accessible
census
library
transferred

83

secretary
advantageous
partial
advertisement
issuing
scholastic
adjournment
delinquent
mileage
accede

84

specifically
ballot
terrible
beneficial
manuscript
safety
appointment
enterprise
opposite
amendment

85

parallel
carburetor
horsepower
concede
usable
fourth
background
mailbox
rewrite
extraordinary

86

perseverance
collectible
letterhead
recurrence
counsel
council
blueprint
meantime
semiannual
facsimile

87

promissory
chosen
bankruptcy
rhythm
diary
dairy
carload
nickel
erroneous
fluorescent

88

suite
suit
clientele
subpoena
trial
trail
downtown
offhand
exaggerate
waiver

89

yield
additionally
unanimous
beforehand
intact
lenient
capital
capitol
elsewhere
payroll

90

access
deceased
statue
statute
safeguard
mortgage
passed
past
layout
prepaid

91

excess
dependent
fireproof
cooperate
switchboard
arising
precede
classroom
marred
textbook

92

process
nineteenth
nineteen
ninetieth
timekeeper
compliment
businesslike
courthouse
network
timetable

93

turnover
herself
somewhat
strictly
analyze
excellent
disbursement
ledger
tragedy
edition

94

per cent
himself
myself
accommodate
apparatus
brilliant
diagnosis
privilege
volume
facilities

95

bankbook
itself
yourself
achievement
appearance
condemn
friend
recommend
column
occurred

96

viewpoint
somehow
livestock
appointment
bulletin
committee
independence
shipped
occasion
remitted

97

restaurant
warrant
balance
disappear
omission
recommend
allotted
pleasant
definite
merit

98

separate
extension
across
explanation
judgment
committee
accommodate
assortment
cancellation
repetition

99

catalog
apparently
embarrass
thoroughly
acknowledge
remittance
receipt
inquiries
installation
do not

100

current
sincerely
disappoint
inconvenience
privilege
acquainted
freight
benefit
equipped
did not

101

separate
seize
receive
representative
extravagant
vegetable
enclosure
benefit
accidentally
secretarial

102

description
truly
successfully
criticism
recognize
analysis
careful
pursue
remedy
source

103

competition
surprise
carefully
shipped
annual
copies
regarding
always
manufacturing
description

104

schedule
believe
territory
bureau
judgment
using
courtesy
occasionally
overlook
replies

APPENDIX J

BOARD OF EDUCATION OF THE CITY OF NEW YORK
BERNARD E. DONOVAN, SUPERINTENDENT OF SCHOOLS

MANPOWER DEVELOPMENT TRAINING PROGRAM
110 LIVINGSTON ST. BROOKLYN, N. Y. 11201
MAURICE D. HOPKINS, ASST. SUPERINTENDENT HERMAN A. KRESSEL, DIRECTOR

ED0 36608

TEACHER GUIDE
FOR
HIGH SCHOOL EQUIVALENCY
IN
READING COMPREHENSION
AND
LITERATURE

VT006485

[redacted]

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* * *

TEACHER GUIDE

READING COMPREHENSION AND LITERATURE
(Social Studies, Science & Mathematics)

A. **DIRECTIONS TO TEACHERS:**

The following units in the Skills Outline have been selected and sequentially organized in order to provide essential vocabulary and reading comprehension skills. They are applied to the literature, social studies, mathematics and science areas in the Content Outline.

The sample lesson contains its basic elements of a a reading comprehension lesson and how to apply them. Although each lesson represents a class session, the actual number of hours per lesson will vary with specific class needs.

B. **REFERENCES:**

1. B.R.B. = Wilcox, Gilbert & Doris, BREAKING THE READING BARRIER, Prentic Hall, N.Y., 1959.
2. S. W. = Student Workbook - Reading Comprehension
3. S. S. = Social Studies Content Outline

****

C. SKILLS OUTLINE

D. LESSON SCHEDULE CONTENT OUTLINE - 62 Lessons

E. SAMPLE LESSON

   a. Essential elements

   b. Application: Vocabulary, Reading Selections, and Questions.

PART C.

TEACHER GUIDE FOR READING COMPREHENSION AND LITERATURE

SKILLS OUTLINE

(Social Studies, Literature, Science)

The following outline gives the essential reading comprehension skills needed for the literature, social studies and science sections of the High School Equivalency Examination.

UNIT **CONTENT**

I. WORD ATTACK SKILLS
- A. Pronunciation
  - 1. Dictionary guide to pronunciation-phonics
  - 2. Phonetic pronunciation
- B. Syllabication
  - 1. As an aid to pronunciation
  - 2. As an aid to word recognition
  - 3. As an aid to spelling

II. VOCABULARY BUILDING
- A. Context Clues
- B. Definitions and sample sentences
- C. Related words in other word forms (ex: anger, angry, angrily)
- D. Synonyms
- E. Antonyms
- F. Word parts: prefixes, roots, suffixes

III. THINKING AND ANALYSIS SKILLS
- A. Making simple inferences
- B. Distinguishing factual sentences, key words
- C. Recognizing categories of information
- D. Verbal analogies

IV. ANALYTIC READING SKILLS
- A. Recognizing main ideas
- B. Recognizing supporting statements
- C. Irrelevant material

V. READING FACTUAL MATERIALS IN SOCIAL STUDIES & SCIENCE
- A. Finding specificfacts
- B. Distinguishing facts from opinion
- C. Drawing accurate conclusions
- D. Learning basic concepts of the field and essential subject vocabulary

PART C. (Continued)

UNIT	CONTENT
VI.	READING LITERARY MATERIALS A. Technical aspects of prose and poetry 1. How to approach a poem 2. Structure of poetry 3. Humor in literature B. Interpetation

PART D.

TEACHER GUIDE FOR READING COMPREHENSION

LESSON SCHEDULE CONTENT OUTLINE

The following outline includes lessons for building vocabulary and reading skills in factual subject areas and literature. General skill lessons in reading will be found in Breaking the Reading Barrier supplementary materials in literature and social studies will be found in the Student Workbook.
Note: B.R.B. chapters are developmental and should be used in sequence.

LESSON	CONTENT		SUGGESTED SOURCE
1.	Word Attack Skills: Dictionary Use (Pronunciation)		Student Workbook & Dictionary
2.	Word Attack Skills: Syllabication		S.W.
3.	Word Attack Skills: Review		S.W.
4.	Vocabulary Skills: Context Clues		S.W.
5.	(Vocabulary Building)	Testing Student	B.R.B.; Chap. 1
	(Thinking & Analysis Skills)	Skills in these	&
6.	(Analytic Reading Skills)	areas	S.W.
7.	(Vocabulary Building)		
	(Thinking & Analysis Skills)		B.R.B.;
8.	(Analytic Reading Skills)		Chap. 2
	(Type of Vocabulary)		
9.	(Covered: General for all)		
	(Subject Areas		
10.	(Skills as Above)		B.R.B.;
	(Type of Vocabulary)		Chap. 3
11.	(Covered: Scientific)		
12.	(Skills as Above)		B.R.B.;
	(Type of Vocabulary)		Chap. 4
13.	(Covered: General)		
14.	Social Studies Content Lesson		Topic #1 S.S.Outline
15.	(Literature: Introduction, How to)		
	(Approach a Poem)		S. W.
16.	( )		

PART D. (Continued)

LESSON	CONTENT	SUGGESTED SOURCE
17.	(Vocabulary Building)	
	(Thinking & Analysis Skills)	B.R.B.;
18.	(Analytic Reading Skills)	Chapt. 5
	(Type of Vocabulary)	
	(Covered: Mathematics &)	
	(Science	
19.	(Skills as Above)	B.R.B.;
	(Type of vocabulary)	Chapt. 6
20.	(Covered: scientific)	
21.	Social Studies Content Lesson	Topic #2
		S.S. Outline
22.	(Literature: The Structure of Poetry)	
	(Review: How to Approach a Poem)	S.W.
23.	( )	
24.	(Testing Student Progress on Reading)	B.R.B.;
	(Comprehension Skills and Analyzing)	Chapt. 7
25.	(Results)	
26.	Social Studies Content Lesson	Topic #3
		S.S. Outline
27.	Literature: Figures of Speech Part I.	S.W.
28.	Literature: Figures of Speech Part II.	S.W.
29.	(Vocabulary Building)	
	(Thinking & Analysis Skills)	B.R.B.;
30.	(Analytic Reading Skills)	Chapt. 8
	(Type of Vocabulary)	
	(Covered: Social Studies)	
31.	Social Studies Content Lesson	Topic #4
		S.S. Outline
32.	Social Studies Content Lesson	Topic #5
		S.S. Outline
33.	(Vocabulary Building)	
	(Thinking & Analysis Skills)	B.R.B.;
34.	(Analytic Reading Skills)	Chapt. 9
	(Type of Vocabulary	
	(Covered: Social Studies	
35.	Literature: Interpretation Part I.	S. W.
36.	Literature: Interpretation Part II.	S.W.

PART D. (Continued)

LESSON	CONTENT	SUGGESTED SOURCE
37.	Vocabulary Building Thinking & Analysis Skills Analytic Reading Skills	B.R.B.; Chapt. 10
38.	Social Studies Content Lesson	Topic #6 S.S. Outline
39.	(Social Studies Content Lesson) (Social Studies: Review of Content)	Topic #7 S.S. Outline
40.	Vocabulary Building Thinking & Analysis Skills Analytic Reading Skills	B.R.B.; Chapt.10
41.	Literature: Figures of Speech Part III.	S. W.
42.	Literature Review Lesson: How to Approach a Poem	S.W.
43. 44.	(Review Lesson: Vocabulary Building) (Thinking & Analysis Skills) (Analytic Reading Skills) (All Subject Areas)	B.R.B.; Chapt. 11
45.	Social Studies Content Lesson	Topic #8 S.S. Outline
46.	Literature: Interpretation Part III.	S. W.
47.	Literature: Interpretation Part IV.	S. W.
48.	Social Studies Content Lesson	Topic #9 S.S. Outline
49.	Social Studies Content Lesson	Topic #10 S.S. Outline
50.	Literature: Interpretation Part V.	S. W.
51.	Literature: Humor in Literature Part I.	S. W.
52.- 53.	(Student Reading Skills Review) ( ) ( )	B.R.B.: Chapt. 12
54.	Social Studies Content Lesson	Topic # 11 S.S. Outline

PART D. (Continued)

LESSON	CONTENT	SUGGESTED SOURCES
55.	Social Studies Content Lesson	Topic #12 S.S. Outline
56.	Literature: Humor in Literature Part II	S. W.
57.	Literature: Interpretation Part VI.	S. W.
58.	Social Studies Content Lesson	Topic #13 S.S. Outline
59.	Social Studies Content Lesson	Topic #14 S.S. Outline
60.	Literature: Interpretation Part VII.	S. W.
61.	Literature: Interpretation Part VIII.	S. W.
62.	Social Studies Content Lesson	Topic #15 S. S. Outline

PART E BASIC OUTLINE OF A SAMPLE READING COMPREHENSION LESSON
(Content: Social Studies, Science or Literature)

The following is an outline containing the basic elements which should be part of a teacher-made reading comprehension lesson.

I. ESSENTIAL ELEMENTS

A. Essential vocabulary presented: this vocabulary should include key concept words and words whose meaning cannot be derived from their context in the reading selection.

Format:
- a. Pronunciation
- b. Definition
- c. Sample sentence illustrating use of each word (according to the definition used in the given selection).

B. Reading Selection

C. Comprehension questions:

Format: multiple choice

1. Vocabulary comprehension questions.

   Examples:

   Type A: The word in paragraph 1 which most nearly means "of great advantage" is

   a_____ b_____ c_____ d_____ e none of these

   Type B: In line 1, the word "peculiar" most nearly means

   a_____ b_____ c_____ d_____ e none of these

2. Fact questions

3. Analytic Questions

   Type A: Finding the main idea.
   Type B: The author's point of view.
   Type C: The mood (literature).
   Type D: Valid conclusions or inferences to be drawn from the material.

4. Content of Answer Choices

   - a. The right answer
   - b. A plausible answer, but one not drawn from the material.
   - c. An answer using terms or vocabulary words similar to those in the material, but not related to the material.
   - d. An answer which is a true statement, but too general.
   - e. An answer which is too specific.

PART E (continued)

II. APPLICATION: Vocabulary, Reading Selections, Questions

A. Vocabulary

Read the selection, after making sure you know what the following words mean, how to pronounce them, and how they are used.

word	Definition	Sample Sentence
enable	let, allow	The extra money will enable him to take a trip.
characteristic	feature, distinguishing trait	One characteristic of rubber is that it will stretch.
commerce	business, trade	The old traders, as well as modern merchants today, made their living in commerce.

B. Reading Selection

On its fifty eight million square miles of land, the earth has over three billion people. On the average, there are now about 52 people for every square mile of land. Actually, of course, the population of the earth is not distributed evenly. In New York City there are about 25,000 to the square mile, while in Antarctica there are none. Population tends to be dense where natural advantages combine with tradition and skills of the people to enable a large number of people to make a living.

Geographic features that encourage population density include favorable climates, where temperatures are high enough for farming and where the rainfall is evenly distributed during the growing season; good soils, where the natural resources are available, and low elevations which make transportation easy and encourage the accumulation of rich top soils. Characteristic places of dense agricultural populations include those favorable geographic factors already mentioned, settlement along river valleys and deltas, intensive agricultrual (in which every bit of land is used, and every means is used to coax the last bit of food from available land) and subsistence farming, in which almost all of the crop raised is used to feed the family of the farmer and the small surplus is used bo buy clothing, fuel and other necessities. There are also certain characteristics which account for dense industrial populations. There has to be accessibility of natural resources which are the raw materials used in industry. Because modern industry produces much more than can be used by the populations of industrial regions alone, there is a productinn of surplus goods which are then made available to larger markets. High standards of living are created because the workers can sell their skilled labor at a price that will buy not only the necessities of life, but comforts and luxuries as well. Unlike the areas of dense agricultural populations, industrial regions must look elsewhere for food to feed their people. There is dependence, therefore, upon commerce.

PART E, II (continued)

C. Questions

1. dense (in line 6) most nearly means
   a. thick   b. closely packed   c. condensed   d. none of these

2. geographic (line 8) means
   a. having to do with maps   b. having to do with natural features of the earth
   c. related to the study of geology   d. none of these

3. low elevations (line 11) most nearly means
   a. without uphill transportation   b. close to sea level
   c. in the mountains   d. no elevators   e. none of these

4. raw (line 21) most nearly means
   a. uncooked   b. unprocessed   c. sore   d. none of these

5. comforts (line 26) most nearly means
   a. kindnesses   b. consolations   c. enjoyments   d. none of these

6. In the area of dense farming populations, every bit of land is used for
   a. intensive farming
   b. extensive farming
   c. heavy trading
   d. use of heavy machinery

7. Dense populations are likely to be found in all of the following except
   a. river valleys
   b. basins
   c. plains
   d. plateaus

8. In the two groupings below, underline the item in each group that does not belong with the others.

   A. HIGH STANDARDS OF LIVING: Industrial regions, production of surplus goods, heavy commerce, subsistence farming.

   B. AREAS WITH HIGH POPULATION DENSITY: Independent of commerce, natural resources, favorable climates, low elevations.

ED0 366608

REMEDIAL READING MATERIALS for the
AUTO SERVICE STATION ATTENDANT in
PITMAN INITIAL TEACHING ALPHABET.

APPENDIX K

VT006485

BOARD OF EDUCATION OF THE CITY OF NEW YORK
MANPOWER DEVELOPMENT TRAINING PROGRAM
110 LIVINGSTON STREET
BROOKLYN, N. Y. 11201

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ED036608

FOREWORD

This is one of a series of Basic Education materials developed under a special curriculum grant from the New York State Department of Education. The items have been produced on three levels. Level I materials are designed for trainees functioning below the 4th grade reading level; Level II for trainees at the 4th to 6th grade; and Level III for trainees above the 6th grade of literacy.

The following items have been developed:

- Basic Education Outline for Commercial Occupations Specifics (Typist Keypunch-Verifier, Bookkeeping Machine Operator, Medical Record Clerk, Stenographer). Levels II,III.
- Basic Education Outline for Distributive-Merchandising Specifics (Grocery Checker, Shipping Clerk, Sales Clerk). Levels II, III.
- High School Equivalency Workbooks and Teacher Guides Level III.
- Remedial Lesson Materials for Auto Service Station Attendant in Traditional Orthography and Pitman Initial Teaching Alphabet. Levels I, II.
- Non-English Basic Education-Varied Occupations (Commercial Occupations, Merchandising, Machine Shop, Metal Fabrication). Levels I, II, III.
- Sample Language Arts Lessons for English as a Second Language trainees related to the occupation of Picture Framer. Level II.
- Two sample Commercial Occupations Basic Education Units for reading improvement, Levels II and III.

This series was prepared by the Basic Education staff of the Manpower Development Training Program under the general direction of Herman A. Kressel, Director of the Manpower Development Training Program.

The research and writing were done by Evelyn K. Sussman, Basic Education Supervisor, and Vera L. Hannenberg and Helen R. Weinberg, Assistant Basic Education Supervisors.

Special thanks are extended to the Basic Education teachers who cooperated in developing and testing these materials, to Richard O'Connor Brooklyn Adult Training Center Automotive Supervisor, and Sidney Huchital, Teacher-in-Charge, Brooklyn Adult Training Center, for technical help in developing and evaluating the Auto Service Station Attendant material. Thanks are also extended to the Bureau of Community Education for its assistance.

HERMAN SLOTKIN,

Project Coordinator
January, 1968

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REMEDIAL LESSON MATERIALS
for the
AUTO SERVICE STATION ATTENDANT PRE-VOCATIONAL COURSE
in
TRADITIONAL ORTHOGRAPHY (T.O.)
and
PITMAN INITIAL TEACHING ALPHABET (I/T/A)

Parallel remedial lesson materials in I/T/A and T.O. for pre-vocational trainees in the Auto Service Station Attendant course have been prepared in two separate books. The materials are intended for adult functional illiterates with a reading score less than 4.0. These original reading selections follow the sequence of pre-vocational occupational training and have been graded in order of difficulty after trial with classes in the Manpower Development Training Program.

These materials consist of 29 Units, with each unit divided into 5 parts:

1. A Teacher's Guide including a chalkboard workup of phrases and sentences to introduce the selection.
2. An original Vocational Reading Selection relating to a specific area of shop training.
3. Reading Comprehension questions based on the reading selection.
4. A Language Arts lesson derived from the reading selection, stressing shop vocabulary and shop language usage.
5. A Homework Assignment based on reading comprehension and language arts lessons.

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remædial rædiŋ curricœlum
for ŧhe

"e and d" autœ servis stæʃhon attendant

i/t/a v. l. hannenberg

1. job opportœnitiz for ŧhe autœ servis attendant
2. ar yω ŧhe man for ŧhe job?
3. yωr job az an autœ servis attendant
4. ŧhe attendant iz a sælzman
5. gettiŋ dresst for wurk
6. ŧhe servis stæʃhon læaut
7. ŧhe servis stæʃhon ieland
8. hauskœpiŋ ʧorz
9. ŧhe gasolœn pump
10. gasolœn – hau dω wœ get it?
11. ŧhe fœny eXcues
12. liftiŋ ŧhe car
13. dænjer spots in ŧhe ʃhop
14. ŧhe history ov ŧhe tier
15. jeneral tier cær
16. henry ford
17. jeneral autœ mæntenans
18. ŧhe lœbricæʃhon system
19. enjin lœbricæʃhon
20. trublʃhωtiŋ
21. gæjez and mœterz
22. ŧhe pauer træn
23. hœldiŋ ŧhiŋz tωgeŧher – faseniŋ deviesez
24. steppiŋ on ŧhe bræks
25. stoppiŋ distansez
26. ær pollœʃhon
27. ŧhe return ov ŧhe electric car
28. yωr gas mielæj dependz on yω
29. winteriezin ŧhe car

manpœer development træniŋ prœgram
brωklyn adult træniŋ senter

a. s. a. - "e and d"

i/t/a

blackbord fræsez tω introdœs selecʃhon

"job opportuenitiz for ŧhe

autœ servis stæʃhon attendant"

teecher's gied

ŧhær is a ʃhortæj ov men

if hee is kwolified

deesent tæk-hœm salary

start, a beginner

commiʃhon on sælz

a gωd fuetuer in autœ servis

in aull kiendz ov weŧher

opportuenitiz for gωd wurkerz

keep an ie on him

acsessoriz and nue parts

reguelar œvertiem wurk

a second ʃhift

i/t/a

hav tω wurk the niet ʃhift
tω pick up supplies
a man interested in carz
get aloŋ with peepl
lωkiŋ for nue deelerz
becum stæʃhon manajerz

blackbord sentensez

1) sum attendants get a 10 persent commiʃhon on the sæl ov acsessoriz and nue parts,

2) with œvertiem, commiʃhonz, and tips, an attendant can ern a dæsent salary.

3) an attendant needz a driever'z liesens tω perform rœd servis, and tω pick up supplies.

a. s. a. - "e and d" (job opp.)

i/t/a

4) a man hɷ is interested in carz, and can get aloŋ wiʈh pœpl will dɷ well az an attendant.

5) ʈhe ɷil cumpaniz pick gɷd attendants tɷ manæj nue servis stæʃhons.

manpouer development træniŋ prœgram
brωklyn adult træniŋ senter

a.s.a.-"e and d"

i/t/a

"job opportuenitis for ŧhe autœ servis stæʃhon attendant"

emploiment servis reports ʃhœ, ŧhat ŧhær iz a ʃhortæj ov men tω fill jobz az autœ servis attendants. ŧhis meenz, ŧhat ŧhe man hω trænz tω bee an autœ servis stæʃhon attendant, iz liekly tω fiend a job, if hee iz kwolified. meny stæʃhonz hav œvertiem wurk for ŧhær emploieez. an autœ servis stæʃhon attendant can mæk a færly deesent tæk-hœm salary, if hee iz williŋ tω wurk œvertiem.

wæjez and wurkiŋ condiʃhonz

in nue york sity, wæjez for a beginniŋ autœ servis stæʃhon attendant start at $1.50 an our.

sumtiemz, operætorz ov a servis stæʃhon will start a beginner at a hieer ræt. in jeneral, the salary for a beginniŋ attendant will rænj between $60.00 and $80.00 a week.

the autœ servis stæʃhon attendant can mæk muny from commiʃhon on sælz. sum stæʃhonz pæ a 5% tω 10% commiʃhon on the sæl ov luebricæʃhon jobz, acsessoriz, and nue parts.

an attendant can aulsœ mæk ekstra muny on tips. in sum stæʃhonz, tips run between $8.00 and $10.00 a week.

the wurk week in a servis stæʃhon iz siks dæz, æt or nien ourz a dæ. sum stæʃhonz hav reguelar œvertiem wurk for thær men. sum stæʃhonz hav a 45 our wurk week, and hav part-tiem emplœees, tω cuver the rest ov the tiem.

in sum stæʃhonz thær iz a second ʃhift tω cuver aull ov the ourz that the stæʃhon iz œpen.

week-end wurk iz part ov the job. wurk on holidæz iz aulsœ part ov the job. az loŋ az the servis stæʃhon iz œpen, thær must bee attendants on duety. if the stæʃhon iz œpen aull niet, then sum attendants will hav tω wurk the niet ʃhift.

an autœ servis stæʃhon attendant must hav, or bee æbl tω get, a nue york stæt driever's liesens. hee mæ need tω driev tω giv rœd servis, or tω pick up suppliez.

for the riet kiend ov man, thær mæ bee a gωd fuetuer in autœ servis. the riet kiend ov man iz a man hω iz interested in carz, and iz williŋ tω wurk between

45-54 ours a week. the riet kiend ov man must bee williŋ tω wurk aull ʃhifts, on week-endz and holidæz, and in aull kiendz ov wether. mœst ov aull, he must bee æbl tω get aloŋ with peepl, with the bossez and the uther men --- and with the customerz.

a helthy man, hω can wurk under theez condiʃhonz mæ hav a gωd fuetuer ahed ov him. thær ɑr meny opportuenitiz for gωd wurkerz. mœst stæʃhon manajerz stɑrted az attendants. the oil cumpaniz ɑr aulwæz lωkiŋ for nue deelerz. when thæ see a man hω iz a gωd autœ servis attendant, thæ keep an ie on him. theez ar the men hω ɑr pickt tω becum stæʃhon manajerz.

- the end -

a.s.a.-"e and d" job opportuenitiz

- kwestionz -

1) thær ɑr not meny jobz œpen for autœ servis attendants. trω or fauls?

2) autœ servis stæʃhon attendantz ueʒueally wurk:

   1) a stræt 8 our dæ
   2) dueriŋ the week, with nœ week-endz or holidæ wurk.
   3) aull ʃhifts includiŋ sundæz and holidæz, if the stæʃhon iz œpen.

3) az loŋ az the stæʃhon iz œpen, thær must bee attendantz ________ ____________ .

4) it iz important that an attendant bee æbl tω _______ _________ with peepl.

5) nœ matter hou gωd a wurker a man iz, hee can never becum a stæʃhon manajer. trω or fauls?

manpωer development træniŋ prœgram
brωklyn adult træniŋ senter

a.s.a.-"e and d"   i/t/a   (1)

laŋgwæj lesson for job opportᵫnitiƨ

blackbord exersieƨ   ʃhort "o" formƨ

op	ob	om
stop sienƨ	job opportᵫnity	commiʃhon on sælƨ
biƨness operæʃhon	rædiœ nobƨ	mercᵫry comet
operætor'ƨ liesens	locæt the problem	competent job
top kwolity	throbbiŋ mœtor	a job with promis
mop up the flor	oil globᵫlƨ	hiedrometer reediŋ

blackbord sentenseƨ:

a. wee had tω order nᵫ nobƨ from the manᵫfactᵫrer for the customer'ƨ rædiœ.

b. an operætor'ƨ liesens, or driever'ƨ liesens, iƨ needed tω wurk in meny servis stæʃhonƨ.

c. the customer complænd abωt a throbbiŋ mœtor when hee stoppt for a red liet.

d. in this stæʃhon œnly top kwolity mœtor oilƨ ar ᵫsd.

e. a hiedrometer reediŋ will indicæt whether the rædiætor wauter iƨ tω hot.

manpouer development træniŋ prœgram
brꞷklyn adult træniŋ senter

a.s.a.-"e and d"   i-t-a   1.

hœmwurk assienment for job opportuenitiƨ

næm____________ class__________ dæt______ teecher______

a. when oil drips on the ground, it forms circlƨ ov oil which ɑr caulld __________ __________.

b. the temperatuer ov the wauter in the rædiætor iƨ checkt bie tækiŋ a __________ __________.

c. a job in which yꞷ can get ahed mæ bee caulld ________ ________ ________ ________.

d. attendants in meny stæʃons mæk eXtra muny thrꞷ __________ __________ __________ .

e. aull attendants ʃær in the cleeniŋ chorƨ and must sumtiemƨ _________ _____ _______ __________.

manpouer development træniŋ prœgram

a.s.a.
e. and d.

i.t.a.
v.l. hannenberg

blackbord fræzez tꝏ introdues--
ar yꝏ the man for the job? #2

mæk up yꝏr miend

last on the job

hevy and hard wurk

the chanses ar...

mꝏv tꝏ nue york

waurm and cumfortabl

grees and oil
dirty handz
træniŋ on the job
craŋky customerz
eezy-gœiŋ person

sertæn kiend ov wurk

consider yꝏr helth

in gꝏd condishon

hevy masheenery

get uest tꝏ the cœld

espeshially important

important tꝏ remember
leed tꝏ better pæ
poliet and plezant
wætiŋ on peepl
get aloŋ with the customerz

kwestionz on the blackbord-----

a. whot kiendz ov jobz in the shop dꝏ yꝏ fiend hard?
b. whot duz it meen when peepl sæ-- "yꝏ must start from the bottom"?
c. hꝏ dꝏ yꝏ think shꝏd dꝏ the cleeniŋ up in the shop?

manpɯer development træniŋ prœgram 4'2

i.t.a. v.l. hannenberg

ɑr yω ʈhe man for ʈhe job?

ʈhær iz a lot ʈhat yω ʃhωd nœ abɯt a job befor yω can mæk up yωr miend ʈhat it iz ʈhe job for yω. ʈhær iz aulsœ a lot ʈhat yω must nœ abɯt yωrself befor yω can desied ʈhat yω ɑr fit for a sertæn kiend ov wurk. it iz just az important for yω tω bee riet for ʈhe job az it iz for ʈhe job tω bee riet for yω.

ʈhe first ʈhiŋ ʈhat yω must consider iz yωr helʈh. befor yω can desied tω træn for a job, yω must bee sertæn ʈhat yω ɑr in gωd ʃhæp, and ʈhat yω hav whot it tæks tω dω ʈhe job.

a week, sick man will not last on a job ʈhat haz a lot ov hevy and hɑrd wurk. even if yω ɑr a big man, yω must still bee stroŋ if yωr wurk rekwierz a lot ov liftiŋ and carryiŋ ov hevy maʃheenery and tωlz. hevy wurk iz œnly for a man hω iz bilt for it. if yω tæk a job ʈhat iz tω hɑrd for yω, ʈhe ʧhansez ɑr ʈhat yω will not last very loŋ on ʈhe job.

ʈhær ɑr aulsœ meny peepl hω cannot stand very hot or very cœld weʈher. for suʧh peepl, a job ʈhat haz a lot ov ɯtdor wurk mæ bee very hɑrd. peepl hω mωv tω nue york from wɑrm plæsez, liek ʈhe sɯʈh, or porto ricœ, fiend it hɑrd to get uest tω ʈhe cœld. an ɯt-dor job mæ bee very hɑrd for ʈheez peepl, espeʃhially in winter.

an autœ servis stæshon attendant wurks outdorz a græt part ov hiz wurk dæ. hee iz mωviŋ aull the tiem pumpiŋ gas, checkiŋ tierz, gœiŋ insied for chænj and stamps. hee must bee æbl tω tæk the heet ov the summer and the cœld ov the winter if hee iz gœiŋ tω last on the job. sum peepl get uest tω outdor wurk very fast and lern tω liek it. meny peepl liek outdor wurk better than insied jobz. the outdorz givz them a sens ov freedom.

an attendant must lωk neet and cleen. hee iz the man hω greets the customer. hee must aulsœ dress tω bee cωl in the summer and waurm and cumfortabl in the winter. an attendant must never œverdress. if hee wærz tω much clœthiŋ, hee will not bee æbl tω mωv and tω wurk.

a man hω cannot stand gettiŋ hiz handz dirty will not bee very happy az an autœ servis attendant. grees and oil, and the smell ov gasoleen ar part ov the job. nœ matter hou neet and cleen yω ar when yω start the dæ, yω will end the dæ with dirty handz. remember tω that a gas stæshon duz not smell liek a garden, nœ matter hou cleen and well-kept it iz.

an autœ attendant iz not the œnly wurker hω gets hiz handz dirty on the job. doctorz dω a lot ov dirty wurk. sœ dω arcitects, enjineerz, artists, and eeven teecherz.

ar yɷ the man for the job?

-c-

aull ov thees peepl need a lot ov sœp and wauter at the end ov a wurk dæ. nœ matter hou dirty yɷ get, yɷ can aulwæz woʃh at the end ov the dæ. speʃhial sœps for grees and oil ar kept at the stæʃhon. an attendant can leev the stæʃhon without a træs ov grees and oil on hiz handz and fæs.

in eny job, a man hɷ iz interested in the wurk, and enjoiz the wurk, will ueʒueally dɷ well. this iz trɷ in autœ servis. a man hɷ lieks carz, will enjoi wurkiŋ az an attendant. if a man enjoiz wurkiŋ with hiz handz, hee will get aloŋ in a servis stæʃhon. an interest in the job mæ leed tɷ better pæ and tɷ mor træniŋ on the job.

an autœ servis attendant spendz a larj part ov hiz wurk dæ with peepl. hee iz the wun hɷ meets the customer and haz tɷ bee nies tɷ the customer. if yɷ dɷ not liek wætiŋ on peepl, this iz not a job for yɷ. yɷr job az an autœ servis stæʃhon attendant iz tɷ giv servis with a smiel! if yɷ hav a nasty customer, it mæ becum hard to smiel. but fortuenætly, not aull customerz ar nasty. if yɷ ar an eezy-gœiŋ person, with nies mannerz, yɷ will get aloŋ with the customerz. this iz gɷd for yɷ and gɷd for bizness.

the end

ar yω the man for the job?

-d-

kwestionz

a. eny job that pæz well iz the riet job for yω.

trω or fauls?

b. an autœ servis stæʃhon attendant spendz a larj part ov hiz dæ...

insied the ʃhop
sweeping and cleening the stæʃhon
in and out, in aul kiendz ov wether

c. the mor clœthing an attendant wærz in the winter, the better off hee will bee.

trω or fauls?

d. meny jobz hav dirty wurk. næm tω ov them.

____________________ ____________________

e. a man ueʒueally enjoiz hiz wurk in a gas stæʃhon if...

hee cannot stand getting hiz handz dirty
lieks tω wurk on carz
cannot stand wæting on peepl

a.s.a. manpouer development træniŋ prœgram
i.t.a. v.l. hannenberg

langwæj lesson-- "ɑr yɷ ɀhe man for ɀhe job?"

el
helʈh
smell
elevætor
electric

en
enjoi
enjinɛɛr
attendant
jenerætor

em
remember
memberʃhip cɑrd
empty canƨ
emploiɛɛ

et
better
metal
settl

ev
hevy
seventy
evaporæt

es
dress
espeʃhially
test

eɀh
weɀher
tɷgeɀher
leɀher

ed
credit
sediment
educæʃhon

ep
kept
september
depoƨit

ec
secʃhon
second
tecnical

helʈh rɛɛƨonƨ
well-kept
smell liek a gɑrden
dɷ well on ɀhe job
remember well
evaporæted wauter
essœ gas stæʃhon
leɀher belt
dirty sediment
automobɛɛl enjinɛɛr
tecnical matter

get better pæ
hevy maʃhɛɛnery
hevy ekwipment
dress for ɀhe weɀher
espeʃhially in winter
rœd test
oil depoƨits
welded tɷgeɀher
credit cɑrd
electrical system
elementary educæʃhon

manpouer development træniŋ prœgram

i.t.a.   a.s.a.   v.l. hannenberg

#2

hœmwurk assienment "ar yꝏ the man for the job?"

fill in the correct anser--

a. it iz just az important for yꝏ tꝏ bεε riet for the job, az it iz for the job tꝏ bεε _____ ___ _____.

b. an outdor job mæ bεε hard, espeʃhially ___ ____ ___________.

c. an autœ servis stæʃhon attendant iz mꝏviŋ aull the tiem, __________ __________, and gœiŋ insied for __________ and ____________.

d. in the winter, an attendant must dress tꝏ bεε waurm, but hεε cannot ______________.

e. grεεs and oil, and the smell ov ____________ ar part ov an autœ servis stæʃhon.

f. a man hꝏ lieks ______ ______ _______ will ueʒueally mæk a gꝏd autœ servis stæʃhon attendant.

g. an interest in a job mæ lεεd tꝏ _____ _______ and mor __________ on the job.

h. an autœ servis stæʃhon attendant must not miend wætiŋ on pεεpl, and must nœ hou tꝏ get --------- -------- ------.

TA

manpœer development træniŋ prœgram
brωklyn adult træniŋ senter

a.s.a. - "e and d" i t a

teecher'z gied - introductory fræzez tω accumpany reediŋ -
"yωr job az an autœ servis attendant"

befor yω begin træniŋ

the attendant's duetiz

greet the customer

attach the pump hœz

set the pump rejister

wiep off the windsheeld

the wurk ticket

ræz the lift

riŋ up the sælz

replæs the rædiætor hœz

car hωd shωd bee ræzd

when the customer iz convinst

if the car needz oil

check the ær in the tierz

figuer out whot the car needz

the stæshon manajer or mecanic

the cost ov repær

inspect the blœ-bie system

a stœlen or canselld card

pick up suppliez

pæj tω "yωr job az an a.s.a."

teecher'z gied

blackbord sentensez

1. a stæshon manajer will ueʒueally tell the nue attendant egzactly whot hiz duetiz ar.

2. befor gas iz pumpt intω the car, the attendant must remember tω set the pump rejister.

3. a cleen dip stick will shoe if the car needz oil.

4. an attendant will never estimæt the cost ov repær.

5. duering the drievwæ servis, the car hωd shωd bee ræzd tω inspect the insied.

a.s.a. [illegible] and [illegible]

ɯnit tω

manpouer development træniŋ prœgram

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i.t.a.

yωr job az an autœ servis attendant

it iz aulwæz a gωd iedeea tω lern az much az possibl about the job yω plan tω tæk. it iz a gωd iedeea tω fiend out az much az yω can about the wurk eeven befor yω begin træniŋ for a nue job. the mor informæshon yω hav about the wurk, and about whot will bee expected ov yω on the job, the eezier it will bee for yω tω desied whether the job or the job træniŋ iz riet for yω.

a stæshon manajer will ueʒueally tell the nue attendant aull about hou the stæshon iz run, and whot the attendant's duetiz ar. the job iz aulmœst the sæm in aull stæshonz, but sum stæshonz ar run a littl differently from uthers. the manajer will ueʒueally tell yω whot yω need tω nœ.

in aull stæshonz it iz the job ov the autœ servis stæshon attendant tω greet the customer hω drievz up tω the pump for gas. it iz aulwæz a gωd iedeea tω get tω the customer az kwickly az possibl, and tω mæk him feel that yω ar happy tω see him and wæt on him.

if a customer haz tω wæt becauz yω ar bizy, let him nœ that yω will tæk cær ov him az sωn az yω ar finisht hee iz mor liekly to wæt for servis and not driev awæ, if yω greet him and tell him that yω will bee with him in a fue minits.

if a customer haz cum in for gas, the attendant will shœ him whær tω driev the car. hee will then tæk off the gas cap and attach the pump hœz tω the tangk. befor the gas starts tω flœ, the attendant must set the pump rejister.

it iz aulsœ the job ov the attendant tω wiep off the windsheeld and the reer windœ. the car hωd shωd bee ræzd tω check the oil and wauter levelz. if the car needz oil, or a nue fan belt, or an oil filter, the attendant shωd tell the customer. a cleen dip stick, with the oil level shœing, shωd bee shœn tω the customer. hee can then see for himself whær the oil level iz. when the customer iz convinst that the car needz oil, yω must nœ whot græd ov oil the car tæks. the manueal will tell yω.

the autœ servis attendant iz aulsœ expected tω check the ær in the tierz with a tier gæj, if the customer asks for it.

the attendant shωd ausœ fiend out whot uther servises the customer mæ wont. if the customer duz not seem to nœ whot the car needz, the attendant mæ offer servises and trie tω figuer out whot the car needz. sumtiemz the attendant mæ need the help ov the stæshon manajer or the mecanic in fiendiŋ the trubl.

the attendant must riet up the wurk ticket. hee riets whot the car needz, but hee duz not estimæt the cost ov repær or læbor.

a car which iz braut in for a luebricæshon mæ bee driven ontω the lift bee the attendant. hee mæ ausœ ræz the lift.

if the oil haz tω bee chænjd, this tω mæ bee the job ov the attendant. for the luebricæshon, the manuefactuerer'z manueal or chart must bee follœd.

an autœ attendant mæ ausœ hav tω check the tranzmishon the differenshial, the bræk flueid, and uther flueidz in the pouer parts.

the attendant inspects the seelz on bæriŋz, inspects and cleenz the blœ-bie system in the enjin, if thær iz wun.

sumtiemz an attendant will hav tω dω uther jobs tω. hee mæ hav tω repack or replæs frunt wheel bæriŋz, replæs the ær filter, or chænj the oil filter.

pæj for   yoor job az an autœ servis attendant

an attendant mæ aulsœ wurk with the battery. hee mæ test or charj the battery, or replæs the storæj battery. hee mæ replæs a seeld beem uenit, instaull windsheeld wieperz, replæs the rædiætor and heeter hœzez, and replæs a thermostat or fan belt.

after an attendant haz pumpt gas intoo the car, or mæd a sæl ov sum suppliez, hee tæks cash, mæks chænj, and thangks the customer. in sum cæsez hee mæ ring up the sælz himself. sumtiemz hee will turn the muny œver too the manajer too ring up. if a credit card iz uezd, hee must riet up a credit slip with aull the informæshon that iz needed. hee must check too see that the credit card iz not a fœny, and is not a stœlen or canselld card.

thær ar meny toolz which the attendant must nœ hou too uez. hee must bee familiar with the scroodriever, adjustabl and socket renchez, and plieerz. thær ar aulsœ meny peesez ov ekwipment which hee uezez, such az the hiedrometer, tier gæj, battery tester, hiedraulic lifts, and jacks, revers flush masheen, wheel balansing masheen, and the ær masheen, for dismounting tierz.

pæj fiev yωr job az an autœ servis attendant

a lot ov informæʃhon about servisiŋ a cɑr iz found in the manueals prepærd bie autœ manuefacturerz. an attendant must lωk at theez manuealz often.

an attendant ueʒueally haz tω hav a driever'z liesens; hee mæ hav tω driev a customer'z cɑr. hee mæ aulsœ hav tω gœ out with the stæʃhon truck or stæʃhon wagon for rœd servis, or tω pick up suppliez.

the end

kwestionz

1. ŧhe less yꝏ nœ about whot iz espected ov yꝏ on ŧhe job, ŧhe better off yꝏ will bee.
   trꝏ or fauls?

2. in aull stæʃhonz, it iz ŧhe job ov ŧhe autœ servis attendant tꝏ ____________ __________ __________ hꝏ drievz in.

3. a customer will wæt for servis -
   - a. if hee haz a lot ov tiem
   - b. if hee must hav ŧhe servis
   - c. if yꝏ greet him and promis tꝏ bee wiŧh him in a fue minits.

4. duering drievwæ servis, an attendant ʃhꝏd not boŧher ŧhe customer wiŧh uŧher car needz.
   trꝏ or fauls?

5. informæʃhon on servisiŋ a car ʃhꝏd bee gotten from:
   - a. ŧhe stæʃhon manajer
   - b. ŧhe mecanic
   - c. ŧhe manueal, whenever possibl.

manpꝏer development trænin̄ prœgram
brωklyn adult trænin̄ senter

a.s.a.-"e and d"   i/t/a (3)

langwæj lesson for yꝏr job as an ꜷtœ

servis attendant

1. blackbord fræᴢeᴢ: ʃhort "a" formᴢ

an	as
stæʃhon manajer	gas tan̄k
ꜷtœ mecanic	worn gaskets
canselld cɑrd	assistant manajer
servis manᵫal	passenjer cɑr
annᵫal tier sæl	cors rasp
lꝏs fan belt	master sylinder

ap	ac
rædiætor cap	egᴢact amȣnt
applicæʃhon form	ʧɑrj accȣnt
self-tappin̄ scrꝏᴢ	tꝏl rack
recappt tierᴢ	stɛɛl brackets
hœᴢ adaptor	spræ lacker
rœd map	practical ekspɛɛriens

a.s.a.-"e and d" i/t/a (3)

laŋgwæj lesson for yoor job as an autœ servis attendant

11. blackbord sentensez:

1. the dorz ov the car wood not clœz properly becauz ov the worn gaskets.
2. hee uezd a cors rasp insted ov a fien rat-tæl fiel.
3. too nue steel brackets wer instaulld too hœld the tæl piep in plæs.
4. meny stæshon manajerz will giv thær men a ræz after thæ hav gotten sum practical ekspeeriens on the job.
5. compleet instrucshonz on hou too servis eech car model mæ bee found in the manuefactuererz servis manueal.

manpouer development træniŋ prœgram
brɷklyn adult træniŋ senter

a.s.a.-"e and d" i/t/a (3)

hœmwurk assienment for yɷr job as an

autœ servis attendant

næm____________ class_____dæt______teecher_______

fill-in

1. an attendant must bee cærfɷl tɷ check the customer'z credit cɑrd tɷ see that it iz not a _________ _________.

2. a well-run servis stæʃhon haz aull ov its tɷlz neetly huŋ on a______ _____.

3, the cap ʃhɷd aulwæz bee replæst on the __________ __________ sœ that nœ bræk flɷid leeks out.

4. the stæʃhon reduest the pries on aull ov its tierz dueriŋ the _____ _____ _____.

5. a gɷd autœ servis stæʃhon attendant mæ sum dæ becum a _________ _________.

#4

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autœ servis attendant
"e and d"

i t a
v. i. hannenberg

tœcher's gied

introductory blackbord fræzez

ᵺe attendant iz a sælzman

responsibl for runnɪŋ ᵺe stæʃon

ᵺe sucsess or fæluer

mœts ᵺe customer

hav contact wiᵺ ᵺe customer

cum in for gasolœn

ʧeck ᵺe cωlɪŋ system

sœrius ekspens or injury

drievwæ servis

clœnɪŋ ᵺe windʃœld

a lot ov travellɪŋ

mωvd millionz ov tiemz

betwœn gas stæʃon vizits

dænjer points

ᵺe minimum servis

pæj tω   "ŧhe attendant iz a sælzman"

tœʧer'z gied

blackbord sentensez

1. ŧhe proper servis tω a car will prevent sœrius damæj.

2. ŧhe sucsess or fælɯr ov a stæʃhon dependz a lot on ŧhe attendant.

3. ŧhe car parts mωv millionz ov tiems betwœn gasolœn fill-ups.

4. ŧhe man hω mœts ŧhe customer, will kœp ŧhe customer or lωz him.

5. drœvwæ servis will œŧher mæk or bræk a servis stæʃhon.

#7

manpouer development trænɪŋ prœgram
brωklyn adult trænɪŋ senter

autœ servis attendant

"e and d" i t a

the attendant iʒ a sælʒman

an autœ servis stæʃon manajer iʒ a very important person. hee iʒ responsibl for runniŋ the stæʃon, for manajiŋ the wurk, and for keepiŋ the stæʃon in biʒness. but a larj part ov the sucsess, or fæluer ov a servis stæʃon dependʒ on the attendant.

the attendant iʒ the man hω meets the customer. it iʒ hiʒ servis and manner which will keep the customer and briŋ in wurk. very often, the attendant iʒ the œnly perso tω hav contact with the customer. a ʃarp attendant will giv gωd servis, and will aulsœ nœ hou tω sell the customer parts and servis. keepiŋ the car in gωd ʃæp iʒ gωd for the customer, gωd for the attendant, and gωd for biʒness.

mœtorists cum in for gasoleen mor often than for eny uther servis. that iʒ whie drievwæ servis iʒ sœ important.

thær iʒ much mor tω drievwæ servis than pumpiŋ gas, checkiŋ oil and wauter, and cleeniŋ the windʃeeld and reer windœ.

part tω the attendant iz a sælzman

mœst often a car travelz a hundred mielz, or mor, befor it iz braut in tω fill it up with gasoleen. dueriŋ this tiem, between fill-ups, the car haz dun a lot ov travelliŋ, and its parts hav mωvd millionz ov tiemz. theez parts hav gotten hot enuf tω melt.

the mωviŋ parts, the masheenery, shωd bee checkt every wuns in a whiel. thær iz a lot that can happen tω a car between gas stæshon vizits. thær iz a lot that can gœ roŋ with the tierz, cωliŋ system, the enjin, or the bræk system. if theez dænjer points ar not checkt, thær mæ bee seerius ekspens or injuery.

the minimum servis that shωd bee given at the pump iz:

1. deliver the gasoleen
2. cleen the windsheeld and reer windœ
3. check the cωliŋ system
4. check the mœtor oil
5. check uther needz

the grætest opportuenity for selliŋ cumz from "checkiŋ needz." this mæ turn out tω bee the mœst important servis given bie the attendant. a taŋk fωll ov gas, and cleen windœz ar important, but thæ will not help the driever very muʧ, if hee iz in for seerius mecanical trubl.

an attendant hω iz servisiŋ a car haz the opportuenity tω fiend out if thær ar trublz. if the fan belt lωks worn, if the car iz œverdue for a luebricæʃon, – the attendant ʃωd caull the driever's attenʃon tω theez important needz. in dωiŋ sœ, hee iz helpiŋ the driever and helpiŋ the bizness ov the stæʃon.

that iz whie sælz and servis gœ hand in hand. the ʃarper the attendant's ie in spottiŋ car needz, the better the servis and the better the sælz.

kwestionz

1. a gωd stæʃon manajer iz aull that iz needed for the sucsess ov a servis stæʃon.
   trω or fauls?
2. keepiŋ the car in gωd ʃæp iz gωd for the ________, gωd for the __________, and gωd for ____________.
3. mœtorists driev in tω a stæʃon mœstly:
   a. for an enjin tuen-up
   b. for a tier ʧeck
   c. for gasoleen
4. a car ueʒueally travelz mor than ______ ______ _______ between fill-ups.
5. ʧeckiŋ the dænjer points can preevent seerius ________________ or ________________.

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brωklyn adult træniŋ senter

a.s.a.-"e and d" i/t/a (4)

laŋwæj lesson for the attendant iꙅ a sælꙅman

1. blackbord fræꙅeꙅ: ee formꙅ

eel	eep	eet
steeriŋ wheel	mωv the creeper	greet the customer
peeliŋ pænt	driev a jeep	sæfty seet-belts
windʃheeld wieperꙅ	cheeper model	check the meeter
autœ deeler	steep hill	reetæl prieseꙅ
stænless steel	meet peepl	rædiœ and heeter

11, blackbord sentenseꙅ:

1) the car had very slœ pick-up when it had tω cliem a steep hill.
2) an attendant iꙅ expected tω greet customerꙅ in a pleꙅant manner.
3) a set ov nue blædꙅ had tω bee instaulld on the windʃheeld wieperꙅ.
4) the customer desieded tω sæv muny bie trædiŋ in hiꙅ big car for a cheeper model.
5) the attendant nue that hee wωd hav tω mωv the creeper awæ when hee emptid the enjin craŋkcæs.

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brωklyn adult træniŋ senter

a.s.a.-"e and d" i/t/a (4)

hœmwurk assienment for the attendant iz
a sælzman

næm____________ class_____ dæt_____ teecher______

fill-in

1) if the attendant iz tω bizy tω wæt on the nue customer, it iz a gωd iedeea tω ______ ______ ______, and ask him tω wæt.

2) thær iz less dænjer ov rust, when autœ parts ar mæd ov ________ ________.

3) the autœ sæfty lauz rekwier that nue carz bee ekwippt with ______ ______ _______.

4) when the manuefactuerer ræsez the pries ov autœ parts, the deelerz ueʒueally ræz the _________ _________.

5) the mecanic waurnd the driever that tω much ues ov the ________ and _________ wωd cauz a dræn on the battery.

5

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brωklyn adult træniŋ senter

a.s.a. "e and d" i t a

__teecher'z gied__ -

__blackbord fræzez for__ -

"__gettiŋ dresst for wurk__"

eech tiep ov wurk

sæf jobz - dænjerus jobz

cauz a lot ov trubl

stroŋ pær ov ʃhωz

ʃhωz that giv nœ support

mæk the ground slippery

greesy and dirty

a bad impreʃhon

tœ gɑrdz bilt in

oil and wauter rezistant

matchiŋ wurk pants and ʃhirt

a ueniform rental outfit

embroiderd næm

fifty-fifty bæsis

tækiŋ muny and mækiŋ chænj

keep reezonably cleen

pæj tω "gettin dresst for wurk"

a.s.a. "e and d"

tœcher'z gied -

blackbord sentensez -

1. œch tiep ov wurk haz its speʃhial tωlz and speʃhial clœʈhz.

2. ʃhωz ʈhat giv nœ support ar uncumfortabl and dænjerus.

3. oil and wauter mæk ʈhe florz in ʈhe gas stæʃhon very slippery.

4. meny ueniformz ar supplied bie a ueniform rental outfit.

5. handz ʃhωd bœ clœn when tæking muny, mæking chænj, or rieting out a credit slip.

#5

manpouer development trænıŋ prœgram

brωklyn adult trænıŋ senter

a.s.a. "e and d" i t a

"gettiŋ dresst for wurk"

thær ar speʃhial tωlz for every træd. thær iz aulsœ speʃhial clœthiŋ which iz proper for eech tiep ov wurk. yωr sæfty at wurk mæ depend on yωr beeiŋ properly dresst for the job. dressiŋ sæfly iz just az important in the sœ-caulld "sæf" jobz az it iz in the "dænjerus" jobz.

very lωs clœthiŋ mæ keep yω cωl in the summer, but lωs clœthiŋ can get caut in a pees ov mωviŋ maʃheenery, and cauz a seerius acsident. a loŋ tie that haŋz doun, or torn sleevz can cauz a lot ov trubl. pictuerz ov attendants ueʒueally ʃhœ them wæriŋ bœ tiez. bœ tiez ar ʃhœn not œnly becauz thæ lωk gωd, but becauz thæ ar sæfer.

an attendant must bee cærfωl about the ʃhωz hee wærz tω wurk. hee needz a gωd, stroŋ pær ov ʃhωz tω support hiz feet becauz hee will bee on hiz feet aull dæ. nuthiŋ spoilz a dæ liek feet that hurt becauz ov uncumfortabl ʃhωz.

snækerz or sport ʃɷz ov eny kænd ar definitly ɯt for the autœ servis stæʃon attendant. thæ giv the fæt nœ support, and can bæ dænjerus.

in the winter, snækerz giv the attendant nœ protecʃon from the cœld. if a hevy artic1 ʃɷd faull from a ʃelf and land on an attendant's fɷt, hæ mæ hav særius trubl. the oil, wauter and gasolæn that ar fɯnd on the flor in a servis stæʃon mæk the grɯnd very slippery. waukiŋ on slippery grɯnd with snækerz iz dænjerus.

speʃhial wurk ʃɷz ar mæd for the træd. thæz ʃɷz uezueally hav a næopræn sœl and hæl, and ar oil and wauter rezistant. sum ov thæz ʃɷz ar aulsœ mæd with stæl tœ-gardz bilt in.

in well-run servis stæʃonz, the men uezueally dress alæk. the dress mæ consist ov matchiŋ wurk pants and ʃirt, wurk ʃɷz, and a skæ-cap. in sum plæsez aull ov the attendants wær cuver-aullz ov the sæm culor. the culor will depend on the gas stæʃon. ʃell attendants will wær wun culor, mœbil attendants, anuther culor, and essœ attendants, anuther culor.

ɯniforms

meny autœ servis stæʃon attendants wær ɯniforms at wurk. yω hav probably nœtist hou nies thœƨ ɯniforms lωk when thæ ɑr freʃ and clœn. in sum cæseƨ the emploier gets the ɯniforms from a ɯniform rental outfit. œch man iƨ meʒuerd for sieƨ, and often hiƨ næm iƨ embroiderd on the left pocket ov the ʃirt or jacket. sumtiemƨ the næm ov the stæʃon iƨ printed on the ʃirt.

at sum stæʃonƨ the attendant haƨ tω pæ for the clœniŋ or launderiŋ ov the ɯniform. in uther cæseƨ, the attendant and the emploier ʃær the cost ov clœniŋ on a fifty-fifty bæsis.

at a small stæʃon, an attendant mæ hav tω bie hiƨ œn ɯniform and pæ for its upkœp.

the upkœp, or cær ov a ɯniform iƨ aƨ important aƨ the ɯniform itself. œven the fienest ɯniform will get grœsy and dirty, will nœd mendiŋ nou and then if it iƨ tω continɯ tω lωk gωd. a messy-lωkiŋ ɯniform, and a messy-lωkiŋ attendant giv the customer the fœliŋ that the stæʃon iƨ a mess. this iƨ whie it iƨ important for the attendant tω bœ dresst properly and bœ nœt and clœn.

hær must bee cut and cœmd. handz ʃhωd bee wiept after eech job sœ that thæ lωk færly cleen when the attendant iz tækiŋ muny and mækiŋ chænj, or rietiŋ out a credit slip.

yω can't ekspect tω wiep a windʃheeld cleen if yωr handz ar greesier and dirtier than the windʃheeld. an attendant hω needz a ʃhæv lωks messy and will mæk a bad impreʃhon on the customer.

ov cors, nœ attendant can lωk spotless after a dæ'z wurk. but it iz possibl tω keep reezonably cleen whiel on the job bie wiepiŋ the handz and fæs after eech job.

the customer and the boss wont a cleen attendant.

kωestionz

1. proper dress iz important not œnly for the sæk ov lωks, bωt for yωr ____________ on the job.
2. sneekerz and sport ʃhωz ar gωd for wurk in a servis stæʃhon.
   trω or fauls?
3. at sum stæʃhonz, the attendant pæz for the cleeniŋ ov hiz ueniform, and at utherz, the cost iz ʃhærd _________ _________ bie the stæʃhon and the attendant.

4. a messy lωkiŋ attendant mæks ʈhe customer feel
ʈhat ʈhe servis iƨ:
    a. gωd and cheep
    b. messy and cærless
    c. dun bie œverwurkt attendants

5. an attendant ʃhωd never wæst tiem cleeniŋ up
after eech job.
trω or fauls?

manpouer development træniŋ prœgram
brωklyn adult træniŋ senter

a.s.a.-"e and d" i/t/a (5)

laŋgwæj lesson for gettiŋ dresst for wurk

1. blackbord fræzez: æ formz

æl	æs
commiʃhon on sælz	fifty-fifty bæsis
wauter pæl	enjin craŋkcæs
brœken tæl piep	ræs the enjin
enjin fæluer	wæst gas
reetæl pries	parkiŋ spæs

ær	æn
spær tier	mæk chænj
wheel bæriŋz	chænj ov oil
fær pries	dræn the craŋkcæs
ær filter	dænjerus jobz

æʃhon endiŋz

map informæʃhon servis	dænjerus occuepæʃhon
enjin luebricæʃhon	vacæʃhon pæ
job applicæʃhon	nue york sity popuelæʃhon
car rejistræʃhon	parkiŋ vieolæʃhon

1

a.s.a.-"e and d"   i/t/a (5)

laŋgwæj lesson - gettiŋ dresst for wurk

11. blackbord sentensez:-

1) every servis stæʃhon ieland ʃhωd hav a wauter pæl with distilld wauter for the battery.

2) græt cær must bee tæken tω protect the iez when the attendant haz tω dræn the craŋkcæs.

3) the lift iz aulwæz uezd for an enjin luebricæʃhon.

4) customerz ar liekly tω return tω a servis stæʃhon if the servis iz gωd and the prieses ar fær.

5) it iz a dænjerus practis tω driev a car without a spær tier in the truŋk.

manpɷer development træniŋ prœgram
brɷklyn adult træniŋ senter

a.s.a.-"e and d" i/t/a (5)

hœmwurk assienment for gettiŋ dresst for wurk

næm____________class_____dæt_____teeʧer______

fill-in

1) if a car œner wæts tɷ loŋ tɷ tæk the car in for a ______ ______ ______, thær mæ bee seerius damæj tɷ the enjin.

2) mœst servis stæʃons ar prepærd tɷ help drievers plan a trip bie pro-viediŋ a ________ ________ ________.

3) in meny stæʃons, the cost ov the attendant's ueniform is ʃærd bie the emploiee and the stæʃon on a _______ _______ ________.

4) gɷd autœ mæntenans is the best wæ tɷ avoid ________ ________.

5) an attendant mæ mæk extra muny eeʧ week thrɷ ________ ________ ________.

manpouer development træniŋ prœgram
brωklyn adult træniŋ senter

a.s.a. "e and d"
i t a

teecher's gied tω

the servis stæshon læout
blackbord fræzes introduesiŋ the selecshon

the sæm ekwipment
the læout iz plannd
conveenient for servis
wauter mikst with oil
a popuelar product
rust inhibitor
keep track ov the supplie
block traffic
remiend the customer
interfeer with uther cars
the storæj ov tωlz
rædiætor seeler
a check ov suppliez
a luebricæshon job

teecher'z gied

blackbord sentensez -

1. the sæm ekwipment iz ueʒueally found in the sæm plæs in mœst autœ servis stæʃhonz.

2. suppliez and toolz ar kept on a rack, sœ that an attendant can fiend them eezily.

3. wauter mikst with oil mæks the ground slippery and dænjerus.

4. the supplie room will ueʒueally contæn oil filterz, spark plugz, fan belts, windʃheeld wiperz, mirrorz, and uther popuelar ietemz.

5. an attendant often keeps track ov the supplie ov mateerialz.

#16

manpouer development træniŋ prœgram
brωklyn adult træniŋ senter

a.s.a. "e and d"

i t a

the servis stæʃhon læout

hav yω ever nœtist that mœst servis stæʃhonz lωk aliek, and seem tω hav the sæm ekwipment in the sæm plæs? this iz nœ acsident. servis stæʃhonz ar læd out in the sæm wæ becauz the læout iz plannd. the læout iz plannd tω mæk aull the parts ov a stæʃhon conveenient and practical.

the pumps ar locæted in the senter for a very gωd reezon. mœst drievers pωll up tω a servis stæʃhon becauz thæ need gas. plæsiŋ the pumps in the senter iz conveenient for servis and for advertieziŋ. the gas pumps can bee seen eezily.

the ær compressor, or ær dispenser iz off tω a sied. in this wæ, carz needing ær for the tierz can not block traffic around the pumps. imajin whot a mess thær wωd bee, if a car stoppt tω get ær for the tierz in frunt ov the gasoleen pumps!

the luebricæshon bæ

the luebricæshon bæ iz uezhueally found on the riet hand sied ov the stæshon az yɷ driev in from the street. this tɷ woz plannd for a gɷd reezon. it woz probably dun tɷ remiend the customer drieving in for gas, that hee needz a luebricæshon job. sins a luebricæshon job duz not tæk tɷ loŋ, the customer mæ desied tɷ stop and hav it dun.

the woshiŋ bæ

the woshiŋ bæ in the stæshon iz often in the back ov the stæshon. this tɷ woz desiend tɷ avoid traffic jamz up frunt. if the wauter spræz wer operæted in frunt, thæ miet aulsoe interfeer with uther carz. wauter mikst with oil and gas around the pumps wɷd mæk that ærea very slippery and dænjerus.

the supplie rɷmz, the offis, the rest rɷmz, and the emploiee woshiŋ æreaz, ar aulsoe pɷt whær thæ ar needed tɷ mæk the stæshon a conveenient plæs for wurkiŋ.

aul servis stæshonz hav a plæs set asied for the storæj ov tɷlz and ekwipment. thær iz a tɷl rack tɷ which aul tɷlz shɷd bee returnd after ues.

supplies ar kept on racks tω. mœst stæshonz keep on hand a gωd supplie ov parts and acsessoriz which ar uezd. the supplie rωm uezhually contænz oil filters, spark plugz, fan belts, windsheeld wiepers, mirrorz, batteriz, and uther popuelar ietemz. the supplie rωm will aulsœ contæn meny different kiendz ov mœtor oilz, rædiætor seeler and rust inhibitor, and cleeniŋ compoundz. a check ov suppliez iz kept, and an attendant hω nœtisez that a popuelar product iz runniŋ out, shωd remiend the manajer about orderiŋ his ietem.

in sum stæshonz an attendant keeps track ov he supplie ov matierialz. hee will bee askt tω check in an order ov suppliez, and tω mæk an order ov materialz which ar in short supplie.

the end

kwestionz

1. mœst stæshonz lωk the sæm becauz:
   - a. wun stæshon copiz the uther
   - b. thær iz nœ planniŋ
   - c. the læout iz plannd for the best and mœst conveenient ues ov spæs.

2. ʈhe pumps ɑr aulwæz ȣt in frunt becauz:
   a. ʈhæ ɑr tꝏ big tꝏ bœ enywhær els
   b. mœst customerz cum in for gas
   c. ʈhe manajer wonts tꝏ kœp an ie on ʈhe men.
3. œch bæ iz locæted in a plæs sœ ʈhat ʈhe stæʃhon traffic will flœ œzily.
   trꝏ or fauls?
4. tꝏlz and auto suppliez ɑr ueʒueally stord on ________.
5. ʈhe woʃhiŋ bæ iz often fȣnd in ʈhe __________ ov ʈhe stæʃhon.

manpouer development trænig prœgram
brωklyn adult trænig senter

a.s.a.-"e and d" i/t/a (6)

laŋgwæj lesson for the servis stæʃhon læout

1. blackbord fræzez: "i" forms

ip

testiŋ ekwipment

trip œver tωlz

oil dip stick

get a tiet grip

trigger grip handl

slippery ground

is

servis stæʃhon

list ov supplies

replæs distribuetor points

piston fier

ib

rust inhibitor

distribuetor cap

smœkiŋ prohibited

autœ acsessory distribuetor

a.s.a.-"e and d"   i/t/a (6)

laŋgwæj lesson for the servis stæʃhon læout

11. blackbord sentensez:-

1. it iz dænjerus tɯ wær sneekerz at wurk whær the ground mæ bee slippery becauz ov grees and oil.
2. if the gas mixtuer iz not the riet wun, the pistonz will not fier properly.
3. if a stæʃhon iz not run well, and attendants forget tɯ pɷt tɯlz awæ sumwun mæ bee seeriusly hurt trippiŋ œver tɯlz.
4. a gɷd rust inhibitor added tɯ the rædiætor, will prevent rust and damæj tɯ the rædiætor.
5. "smœkiŋ prohibited" sienz neer gas pumps ʃhɷd aulwæz bee obzervd bie bœth the customerz and the stæʃhon emploiees.

manpωer development træniŋ prœgram
brωklyn adult træniŋ senter

a.s.a.-"e and d" i/t/a (6)

hœmwurk assienment for the servis stæʃhon læωt

næm____________class______dæt______teeʧher______

fill-in

1. it iz nesessary tω wiep the __________ __________ cleen, befor pωttiŋ it intω the enjin craŋkcæs.

2. an attendant mæ sugjest that a ________ __________ bee added tω the rædiætor when it iz fluʃht and refilld.

3. in sum stæʃhonz, an attendant mæ bee askt tω prepær a __________ _________ ____________for the boss tω order.

4. sneekerz ar dænjerus in an autœ servis stæʃhon becauz grees and oil mæk the grωnd _____________.

5. the battery vœltæj meeter, and the hiedrometer ar peesez ov ___________ ____________uezd in a servis stæʃhon.

#7

manpouer development træniŋ prœgram
brωklyn adult træniŋ senter

a. s. a. - "e and d" i/t/a

teecher's gied for the servis stæʃhon ieland

blackbord fræses:

mœst important part

ekwippt with an oil spout

a battery wauter dispenser

ʃhωd bee wiept cleen

distilld wauter

attractiv tω the customer

mæks the poriŋ eezier

prevents spilliŋ

the rædiætor ov a car

speʃhially puerified

blackbord sentenses:

1) tω the attendant, the ieland iz the mœst important part ov the stæʃhon.

the servis stæʃhon ieland -(t.g.)

2) the customer sees the ieland first, and gets his impreʃhon ov the stæʃhon from the appeerans ov the ieland.

3) after the oil spout is uesd, it ʃhood bee wiept cleen.

4) the wauter for the battery is distilld wauter.

5) bæs ar ueʒueally off too the sied ov a stæʃhon.

manpower development training program

brωklyn adult træniŋ senter

a. s. a. - "e and d" i/t/a

the servis stæʃhon ieland

the servis stæʃhon ieland is the spot whær the gas pumps ar locæted. it is caulld an ieland probably becaus it is surrounded bie the uther parts ov the gas stæʃhon. ueʒueally the ieland is in the middl ov the stæʃhon. tω the attendant, the ieland is the mœst important part ov the stæʃhon.

thær ar meny uther thiŋz found on a servis stæʃhon ieland besiedz the pumps. an ieland is ueʒueally ekwippt with an oil spout, a wauter pæl, a battery wauter dispenser, and a touel hœlder.

the ieland is the first spot a customer seez. it ʃhωd lωk neet and attractiv tω the customer.

the servis stæʃhon ieland

the oil spout iz inserted intɷ a can ov oil when the enjin needz mor oil. the spout mæks the poring eezier, and neeter, and prevents spilling. after the spout iz uesd, it ʃhɷd bee wiept cleen, and pɷt back in its proper plæs.

the wauter pæl iz uezd tɷ add wauter tɷ the rædiætor ov a car. this pæl must bee kept cleen and free ov dirt ov eny kiend.

a battery wauter dispenser iz ueʒueally found on the ieland, tɷ. the wauter for the battery iz distilld wauter. it ʃhɷd bee sævd for ues in the battery œnly. distilld wauter iz wauter that haz been speʃhially puerified.

mœst ielandz aulsœ contæn a touel hœlder, bœlted tɷ a pœl. pæper touels plæ a very important rœl in the attendant'z wurkdæ.

the servis stæʃhon ieland

a pæper touel iz uezd tω wiep the windʃheeld and reer windœ. the attendant aulsœ mæks ues ov pæper touelz tω cleen hiz handz whiel wurkiŋ.

the bæ

meny parts ov a stæʃhon ar caulld bæ. mœst stæʃhonz hav a woʃhiŋ bæ, a luebricæʃhon bæ, and a smaull repærz bæ. bæz ar ueʒueally off tω the sied ov a stæʃhon, with a sien indicætiŋ whær eech bæ iz locæted.

manpouer development træniŋ prœgram
brωklyn adult træniŋ senter

a.s.a-"e and d" i/t/a

the servis stæʃhon ieland - kwestionz

1) the ieland iz bilt tω hœld œnly the gas pumps. trω or faulz?

2) distilled wauter iz kept in a cleen pæl for the:

(1) windʃheeldz
(2) the rædiætor
(3) battery

3) the oil spout prevents the oil from ______________.

4) the first plæs a customer seez when hee drievz in iz the ____________.

5) in addiʃhon tω the pumps, the ieland iz ekwippt with: a)

b)

c)

manpouer development træniŋ prœgram
brωklyn adult træniŋ senter

a.s.a.-"e and d" i/t/a(7)

laŋgwæj lesson for the servis stæʃhon ieland

1. blackbord fræzez:

servis stæʃhon ieland
meeter diealz
hiedrometer reediŋ
hie-test gas
hiedraulic bræks
fier ekstiŋgwiʃher
tier tredz
dieagonal cuttiŋ plieerz
slip-joint plieerz
hiedraulic lift
servis gied

"ie" formz

off tω a sied
puerified wauter
increest mielæj
wuns in a whiel
fielz and rasps
windʃheeld wieperz
tiep or model
wiept cleen
wheel alienment
dænjer sienz
ʃhieny and cleen

manpœer development træniŋ prœgram
brœklyn adult træniŋ senter

a.s.a.-"e and d" i/t/a (7)

laŋgwæj lesson for ʈhe servis stæʃhon ieland

11. blackbord sentensez:

1. fier ekstiŋgwiʃherz ar plæst ʈhrœout ʈhe servis stæʃhon for kwick ues in an emerjensy.

2. fielz and rasps, for fien and cors fieliŋ, ar kept on racks in ʈhe tœl rœm.

3. slip-joint plieerz ar adjustabl and mæ bee uezd for meny different tieps ov jobz, and for different siezez ov nuts and bœlts.

4. pœr wheel alienment mæ cauz uneeven wær on tierz.

5. a gœd attendant will spot dænjer sienz in a car befor ʈhe trubl gets seerius.

manpouer development træniŋ prœgram
brωklyn adult træniŋ senter

a.s.a.-"e and d" i/t/a (7)

hœmwurk assienment for the servis stæʃhon ieland

næm____________class_____dæt_____teecher______

fill-in

1. nuematic bræks operæt with ær, and __________ ______operæt with flωid.
2, if the tierz ɑr wæriŋ uneevenly, the cɑr mæ need a __________ __________.
3. __________ __________ __________has a hieer octæn rætiŋ than regular gas.
4. when wauter iz needed in the cɑr battery, œnly distilld or __________ __________ ʃhωd bee uezd.
5. the proper tiep ov gas, and the proper servis will giv the driever __________ __________.

#8

manpouer development træniŋ prœgram
brωklyn adult træniŋ senter

a.s.a.-"e and d"   teeʧer'z gied   i/t/a

blackbord fræzez tω introdues selecʃon

houskeepiŋ ʧorz

cleen-up jobz ɑr ʃærd

men tæk turnz

tuʧ-up pænt jobz

mæntenans ov tωlz

skilld mecanics

in aulmœst every træd

tωlz and ekwipment

a gωd appeerans

wæst tiem huntiŋ

leed tω trubl

the pocket ov a ueniform

stɑrt at the bottom

brœken-in

a sloppy wurker

a sloppy woʃrωm

left in a mess

houskeepiŋ chorz

gets on everywun'z nervz

back on the rack

hav mor confidens

not very popuelar

reassembl the job

fueer acsidents

blackbord sentensez:

1) in meny ʃhops, a nue man haz tꝏ stɑrt at the bottom.
2) the cleen-up jobz ɑr ueʒueally ʃhærd bie aull ov the men.
3) a sloppy attendant iz not very popuelɑr with hiz fellœ wurkerz.
4) eeven skilld mecanics cleen-up in the ʃhop.
5) when tꝏlz and ekwipment ɑr replæst on the rack, thær ɑr fueer acsidents.

#8

manpouer development træniŋ prœgram
brωklyn adult træniŋ senter

a.s.a.-"e and d" i/t/a

houskeepiŋ chorz

every servis stæshon must bee kept neet and cleen. this iz important not œnly for the customerz, but for the peepl hω wurk in the stæshon az well. in mœst stæshonz, the houskeepiŋ chorz, or cleen-up jobz, ar shærd bie aull the attendants. the men tæk turnz at cleeniŋ and sweepiŋ the stæshon and woshrωmz. thær ar tuch-up pænt jobz, windœ-woshiŋ, and the mæntenans ov tωlz and ekwipment. aull ov theez chorz ar shærd bie the men.

cleeniŋ up iz part ov aulmœst every job, in every shop. a boss ekspects the men tω cleen up after themselvz. this iz eeven trω ov very skilld mecanics in masheen shops, in metal shops, and in aulmœst every træd.

housekeepiŋ chorz

thær ar meny ʃhops in which a man haz tω start at the bottom nœ matter hou much træniŋ or skill hee haz. in meny ʃhops, the last man tω bee hierd haz the job ov cleeniŋ and sweepiŋ. this iz part ov beeiŋ "brœken in". œnly after a man haz wurkt at the cleen-up jobz for a whiel, duz hee get tω dω the skilld wurk in the ʃhop.

in an autœ servis stæʃhon, the cleen-up chorz ar ueʒueally ʃhærd bie aull ov the attendants. the man hω iz a sloppy wurker, will get intω trubl not œnly with the boss, but with the uther men in the ʃhop. nœbody lieks tω uez a woʃh-rωm that haz been left in a mess bie sumbody els.

houskeepiŋ chorz

nœbody lieks tω gœ lωkiŋ for tωlz that hav not been cleend properly or replæst, after ues. this kiend ov sloppiness gets on everywun'z nervz, and ueʒueally leedz tω trubl.

the cær ov tωlz and ekwipment

speʃhial tωlz and peesez ov ekwipment rekwier speʃhial cær. but as a jeneral rωl, aull tωlz and aull ekwipment ʃhωd bee cleend after eech ues, and pωt back on the rack.

aull ʃhops hav tωl racks and tωl rωmz. tωl racks that ar neet and orderly giv the stæʃhon a gωd appeerans. customerz hω get out ov thær carz whiel the servis iz beeiŋ given, hav mor confidens in the stæʃhon'z wurk, if thæ see an orderly tωl rωm. a neet ʃhop iz very gωd for bizness.

houskeepiŋ chorz

an orderly tωl rωm iz aulsœ a græt help tω the attendant. if tωlz ar whær thæ ʃhωd bee, then the attendant duz not hav tω wæst tiem huntiŋ around for the tωlz that hee needz. an attendant can get very hot under the collar if hee cannot fiend the tωl hee needz, when hee needz it. if yω ar the "slob" hω never pωts thiŋz back, wotch out! yω will hav tω lωk for tωlz when yω need them, and yω ar not gœiŋ tω bee very popuelar with yωr fellœ attendants, or with the boss. sωner or læter, this sloppiness will leed tω trubl.

neetness iz espeʃhially important when yω ar wurkiŋ with smaull parts - liek lugz, nuts and bœlts, or woʃherz, or caps. theez smaull parts get lost very eezily. when yω ar wurkiŋ with theez smaull partz, remember tω keep them tωgether in

hȣskeepiŋ ʧorz

wun plæs, whær yꝏ can fiend them eezily. yꝏ will need them when yꝏ ar reassembliŋ the job.

never pꝏt lugz or nuts and bœlts in the pocket ov yꝏr ueniform. thæ mæ bee sæf thær, but if the job iz not finisht bie the end ov the dæ, yꝏ mæ forget that the parts ar in yꝏr pocket.

the nekst dæ, when yꝏ gœ back tꝏ the job, yꝏ mæ bee wæriŋ a fresh ueniform. the parts for the job on whiʧ yꝏ wer wurkiŋ mæ bee on thær wæ tꝏ the laundry with yꝏr dirty ueniform, and yꝏ mæ bee ȣt ov luck. if, for sum reezon, yꝏ cannot get tꝏ wurk the dæ after yꝏ hav pꝏt the parts in yꝏr pocket, the man hꝏ tæks œver yꝏr wurk will never bee æbl tꝏ fiend the parts tꝏ finish the job.

houskeepiŋ ʧorz

it iz very dænjerus tɷ leev tɷlz lieiŋ around. a scrɷdriever or renʧ, an ekstenʃhon cord, or liet, a dolly or a jack left out, can cauz a seerius faull. if tɷlz and ekwipment ar pɷt back properly, thær will bee fueer acsidents in the ʃhop, and the wurk will gœ mor kwickly and mor effiʃhiently.

a.s.a.-"e and d" (h.chorz) i/t/a

kwestionz

1) speʃhial men ar emploid tω cleen up in an autœ servis stæʃhon. trω or fauls?

2) sum ov the mæntenans chorz ov the autœ servis attendant ar:

   1).

   2).

3) a sloppy attendant will get on the boss'ez nervz and on the nervz ov the uther __________. __________.

4) never pωt smaull parts in yωr__________ when yω ar wurkiŋ on a job.

5) tωlz that ar left lieiŋ around:

   a) ar eezy tω fiend when yω need them

   b) sæv tiem on the job

   c) ar a dænjer tω everybody in the ʃhop.

manpouer development trænig prœgram
brꝏklyn adult trænig senter

a.s.a.-"e and d" i/t/a (8)

laŋgwæj lesson for houskeepiŋ chorz

1. blackbord fræzez: "ou" formz

hous

houskeepiŋ duetiz

housheld suppliez

houswærz department

housreckiŋ crꝏ

housmædz chorz

wærhous suppliez

tꝏl storhous

county corthous

hothous flouerz

30 dæz in the wurkhous

housiŋ authority

mœtor housiŋ

out

outgœiŋ orderz

outsied pænt

cors outlien

outræjus prieses

wurk outfit

outbord mœtor

dæly wurkout

without pæ

pouer blackout

shop læout

tier sellout

hie scꝏl dropout

a.s.a.-"e and d" i/t/a (8)

laŋgwæj lesson for houskeepiŋ chorz

out-prefix- too doo better or mor

outsell the competitor

outsmart the teecher

outwurk the boss

outdoo the best ov them

outlast the cheeper brand

outwær aull uther tierz

11. blackbord sentensez:-

1. the mœtor housiŋ woz mæd ov hevy steel, which can tæk a lot ov wær and tær.
2. outsied pænt uʒuually contænz led which mæks it tuf and stroŋ.
3. the wærhous woz out ov suppliez.
4. customerz will not cum back too a stæshon that charjez outræjus priesez.
5. the shop læout iz desiend too mæk wurk eezier and mor conveenient.

manpouer development træniŋ prœgram
brωklyn adult træniŋ senter

a.s.a.-"e and d"   i/t/a (8)

hœmwurk assienment for houskeepiŋ chorz

næm____________class______dæt_____teecher______

fill in the compound wurd that fits the sentens:-

1. a coffee shop that sendz out fωd orderz haz an ________ ________department.

2. the desien ov a shop iz aulsœ caulld the shop ____________.

3. a brand that lasts loŋger than utherz iz sed tω________the uther brandz.

4. a person hω duz not compleet scωl mæ bee descriebd az a scωl ________.

5. a plæs in which suppliez or merchandiez ar stord iz caulld a _________ or a _________.

manpouer development træniŋ prœgram
brωklyn adult træniŋ senter

a.s.a.-"e and d" i/t/a

blackbord fræsez tω introdues the selecʃhon

the gasoleen pump #9

the siez ov storæj taŋks

the siez limit

the lau duz not permit

in gωd wurkiŋ condiʃhon

operæt the numberz

automatic addiŋ maʃheen

keep track ov the gasoleen

chænj the figuerz

neer the hœz connecʃhon

the pump resess

the harder hee skweezes

automatic nozzl

rezult in an eksplœʒon

cum in contact

check the pump figuerz

a.s.a.-"e and d" (b.fræzes) i/t/a

the gasoleen pump

blackbord sentensez:

1) the lɑrgest gasoleen storæj taŋk hœldz 550 gallonz.

2) the geerz insied the pump operæt the numberz on the fæs ov the pump.

3) the pump cannot wurk unless aull the figuerz ɑr set at zeerœ.

4) the pumps ɑr semented and bœlted doun and cannot bee blœn doun.

5) an attendant must keep a record ov his sælz bie checkiŋ the pump figuerz.

manpouer development træniŋ prœgram
brωklyn adult træniŋ senter

a.s.a.-"e and d" i/t/a

the gasoleen pump

the mæn bizness at eny autœ servis stæʃhon iz, ov cors, the sæl ov gasoleen fuel. the pumps on the ieland ar thærfor the mæn attracʃhon ov the stæʃhon.

the storæj taŋk for eech pump iz berid about ten feet underground. eech storæj taŋk hœldz 550 gallonz ov gasoleen. thær iz nœ differens in the siez ov storæj taŋks. thæ ar the sæm whether thæ ar locæted in a smaull gas stæʃhon or a larj wun. a larj stæʃhon will hav mor taŋks, but eech taŋk hœldz nœ mor than 550 gallonz.

the siez limit on the taŋk iz set bie the fier department. the lau duz not permit larjer taŋks.

a gasolϵϵn pump iz semented and bœlted doun on the pump ieland. it cannot bϵϵ pωʃht doun or blœn doun bie a stroŋ wind.

insied the gasolϵϵn pump, thær iz an electric mœtor. pouer for this mœtor cumz from insied the stæʃhon offis. the mœtor operæts the pump, forsiŋ the gasolϵϵn from the storæj taŋk belœ, tω cum up. without the mœtor tω pouer the pump, the gas will not flœ. the mœtor ʃhωd bϵϵ checkt and kept in gωd wurkiŋ condiʃhonz at aull tiemz.

insied the pump ɑr the gϵϵrz that operæt the numberz on the fæs ov the pump. thϵϵz numberz ɑr liek an automatic addiŋ maʃhϵϵn or rejister, which bœth the customer and the attendant must wotch. the pump ʃhωd rejister the correct amount ov gasolϵϵn which gœz in, and the cost.

the numberz aulsœ act as a caʃh rejister and help the attendant keep track ov the amount ov gasoleen hee haz sœld for the dæ.

an attendant must keep a record ov the gas hee haz sœld eech dæ. hee can check hiz sælz bie rietiŋ the numberz in the maʃheen at the beginniŋ and end ov eech dæ. if the pump ʃhœz that thær ɑr 450 gallonz ov gasoleen in the morniŋ, and 375 at niet, then the differens between theez numberz iz the amount ov gasoleen which haz been sœld. in this cæs the amount sœld wꝏd bee 75 gallonz.

just az the sælzman checks hiz caʃh rejister in the morniŋ and at the end ov the dæ, sœ tꝏ must an attendant check the pump figuerz.

the kee for the pump iz jenerally held bie the emploier or manajer. œnly hee can œpen the pump tꝏ chænj the figuerz.

wuns the pries iz set, the pump duz not hav tω bee œpend.

tω operæt a gas pump, yω must first pωʃh a smaull leever, or button on the sied ov the pump, neer the hœz connecʃhon. wuns the button iz presst, the attendant must check the figuerz on the fæs ov the pump tω bee ʃhuer that thæ ɑr aull set at zeerœ. the pump cannot wurk unless aull the figuerz ɑr set at zeerœ. if thær iz eny kwestion about the numberz, caull the manajer or boss.

wuns the numberz ɑr set, the pump iz redy for acʃhon. the attendant ʃhωd tæk the hœz and nozzle out ov the pump resess. neer the hœz resess, thær iz a smaull handl or bar. this handl must bee turnd haf wæ tω pωt the electrisity on. then the mœtor stɑrts tω operæt and the pumpiŋ ov gasoleen can begin.

ŧhe attendant hœldz on tω ŧhe end ov ŧhe hœz wiŧh ŧhe nozzl on ŧhe end. hɛɛ inserts ŧhe nozzl intω ŧhe gas œpeniŋ ov ŧhe cɑr. ŧhe attendant must skwɛɛz ŧhe nozzl for ŧhe gas tω begin tω flœ. ŧhe hɑrder hɛɛ skwɛɛzez, ŧhe faster ŧhe gas will flœ. an attendant must get ŧhe fɛɛl ov ŧhis, and wiŧh a littl practis, hɛɛ can contrœl ŧhe flœ very ɛɛzily.

if ŧhe nozzl iz automatic, speʃhial cær must bɛɛ tæken whhen it iz inserted. wiŧh an automatic nozzl, ŧhe gas mæ spill. ŧhis iz a wæst, and an unnesessary ekspens tω ŧhe stæʃhon and ŧhe customer. it iz aulsœ a fier hazard.

sæfty at ŧhe pump

ŧhe enjin ʃhωd bɛɛ turnd off in ŧhe automobɛɛl befor gas iz dispenst.

ŧhe attendant ʃhωd see tω it ŧhat ŧhær iz nœ smœkiŋ or lieted flæm enywhær neer ŧhe pump. ŧheez sæfty rωlz ɑr ŧhe lau, and eny person hω duz not follœ ŧheez lauz can bee fiend $500 and get 6 munths in jæl or bœth. brækiŋ ŧheez sæfty lauz iz dænjerus and costly.

bee ʃhuer tω get ŧhe nozzl grounded in ŧhe filler neck ov ŧhe cɑr. ŧhis will prevent spɑrkiŋ. an automobeel which has been driven thrω ŧhe streets bildz up a sertæn amount ov static electrisity. when ŧhe gasoleen nozzl mæks contact wiŧh ŧhe cɑr, a spɑrk can gœ off which mæ rezult in an eksplœʒon.

dω not spill eny gasoleen on ŧhe cɑr or on ŧhe ground. gasoleen will hɑrm ŧhe cɑr finiʃh and mæ catch fier if it cumz in contact with a hot surfæs. if gasoleen leeks on the car, get a pæl ov wauter tω por œver it sœ it will not harm the pænt finish. wauter pord on the spilld gasoleen aulsœ helps tω get rid ov the gas fuemz.

kwestionz

1) eech gas stæshon gets taŋks which hœld 550 gallonz or mor. trω or fauls?

2) if the numberz on the fæs ov the pump ar not aull set at zeerœ:

   1) the amount ov gas pumpt will not bee correct

   2) the gas will flœ tω fast

   3) the pump will not begin tω wurk.

kwestionz

3) befor the gas can flœ, the smaull handl must:

   1) bee puʃht aull the wæ doun

   2) bee puʃhd aull the wæ up

   3) bee turnd haf wæ, tω stɑrt the electrisity.

4) the flœ ov gas will depend:

   1) on hou muʗh gas iz in the taŋk

   2) on whether the numberz ɑr set correctly

   3) on hou hɑrd the attendant skweezez the nozzl.

5) a person can bee fiend ________, and get ________ ________ in jæl for not follœiŋ the sæfty rωlz.

manpouer development træniŋ prœgram

a.s.a.—"e and d"

i/t/a #9

laŋgwæj lesson   the gasoleen pump

I. blackbord fræzez: short formz ov "u"

um

numberz on the rejister

check the pump

oil cumpany

bumper jack

minimum wæj

up

car uphœlstery

ruptuerd hœz

autœ suppliez

supplementary incum

brass cupliŋz

us

greet the customer

suspenshon system

internal combustion enjin

rust and sludʒ

trust the customer

un - not

unlockt rejister

unpæd billz

unfilld gas taŋk

unuezd parts

unlimited supplie

under - beneeth - belœ

underneeth the hood

undersell the competitorz

winter underwær

underground gas taŋks

underpæd wurkerz

a.s.a.-"e and d"

i/t/a #9

langwæj lesson

the gasoleen pump

II. **blackbord sentensez:**

1. the attendant must aulwæz bee cærfωl tω protect the car uphœlstery from grees and oil stænz.
2. the minimum wæj for an autœ servis stæshon attendant iz $1.50 an our, or $60 for a forty our week.
3. the bumper jack iz uezd tω lift the car when a tier chænj iz mæd.
4. an attendant mæ ern supplementary incum thrω commishon on sælz and tips.
5. gasoleen iz considerd a very gωd fuel for an internal combustion enjin.

manpouer development trænɩŋ prœgram

a.s.a.-"e and d"

i/t/a #9

hœmwurk assienment "ʈhe gasoleen pump"

næm______________class________dæt______teeʧher________

fill-in

1. ʈhe oil must bee ʧænjd reguelarly sœ ʈhat harmfɷl

________ and _________will not get tɷ ʈhe enjin.

2. whiel ʈhe car iƨ standiŋ at ʈhe pump, ʈhe attendant

ʃhɷd inspect ʈhe parts__________ ʈhe____________.

3. an enjin in whiʧ ʈhe fuel iƨ burnd wiʈhin iƨ cauld

an ____________ ____________ ____________.

4. an attendant's incum œver and abuv hiƨ ourly pæ,

iƨ cauld _____________ _____________.

5. befor gas iƨ pumpt intɷ ʈhe customer'ƨ car, ʈhe

attendant must ʧeck tɷ see ʈhat ʈhe _____________

_________ _________ __________ aul reed zeerœ.

manpouer development træniŋ prœgram
brωklyn adult træniŋ senter

10

a.s.a.-"e and d"   **teecher'z gied**   i/t/a

blackbord introductory fræzez for

gasoleen - hou dω wee get it?

the mæn acʃhon

mœst important industry

speʃhial propertiz

internal combustion enjin

preemium gasoleen

the enjin'z sylinderz

hie compreʃhon enjin

block the flœ ov fuel

væporieziŋ in the gas taŋk

lœ ær preʃhuer

different blendz

prevent væpor block

blackbord sentensez:

1) modern industry dependz on transportæʃhon and mωvment.

2) gasoleen iz very well sueted tω an internal combustion enjin.

3) speʃhial gasoleen iz sumtiemz caulld preemium gas, and costs mor.

4) for aulmœst every kiend ov drieviŋ condiʃhon, thær iz a speʃhial gasoleen desiend tω help the enjin wurk best.

5) enjin noiz iz the result ov improper burniŋ in the enjin'z sylinderz.

a.s.a.-"e an d" i/t/a

gasoleen - hou dω wee get it? #10

the sæl ov gasoleen iz the mæn bizness ov the servis stæʃhon. ov cors, thær ɑr meny uther servisez and sælz which tæk plæs at a stæʃhon, but the mæn acʃhon tæks plæs at the pump.

the gasoleen bizness iz wun ov the lɑrjest and mœst important industriz in the wurld. it haz been sed, that waurz ɑr wun az much bie gasoleen as bie gunz. the reezon for this iz that modern waur, liek modern industry, dependz on transportæʃhon and mωvment. the mωvment ov cɑrz, trucks, and uther veehiclz dependz on fuel. gasoleen iz the mæn fuel.

thær ɑr several sorsez ov gasoleen. the mæjor sors iz petrœleum. in iŋgland, the næm uezd for gasoleen iz petrœl.

gasoleen has speʃhial propertis which mæk it a very gωd fuel for an automobeel enjin, for ærplæn enjinz, and for mœtor bœt enjinz. becauz it burnz kwickly, and burnz very hot, gasoleeeen iz very well sueted tω an internal combustion enjin. the autœ, the ærplæn, and the mœtor bœt aull hav internal combustion enjinz.

sins thær ɑr different kiendz ov internal combustion enjinz, and meny differensez in the wæ·eech enjin iz uesd, thær ɑr aulsœ meny different tieps ov gasoleen. gasoleenz ɑr mæd tω fit meny different situeæʃhonz and condiʃhonz.

speʃhial or reguelar?

a driever pωlliŋ up tω a servis stæʃhon pump for gasoleen will bee askt if hee wonts speʃhial or reguelar gas.

speʃhial gasoleen is sumtiems caulld preemium, and costs mor. the attendant will fill the taŋk with the tiep ov gas which the customer wonts.

the mæn differens between reguelar and speʃhial gasoleen is in the amount ov anti-nock compound which eech contæns. speʃhial gasoleen contæns mor anti-nock compound. the mor compound, the hieer the octæn number.

the octæn number is a wæ ov meʒuering the amount ov nock or piŋ ov the enjin as the fuel burns. enjin nois is the result ov improper burniŋ in the enjin's sylinders. ueʒueally a nock or a piŋ meens that the gasoleen is not egsactly riet for the enjin. a hie compreʃhon enjin needs hie octæn fuel tꝏ operæt without nocks or piŋs.

"mæd tω order" gasoleen

gasoleenz ɑr mæd tω order for aull kiendz ov enjinz and for aull kiendz ov wether condiʃhonz. gasoleenz ɑr speʃhially mæd for hot and cœld climæts, for hie and lœ altituedz, and for aull ov the seezonz ov the yeer. for aulmœst every kiend ov drieving condiʃhon, thær is a speʃhial gasoleen deziend tω help the enjin wurk best.

for very hot cliemæts, cemists hav mikst a gasoleen which can tæk a græt deel ov heet befor it beginz tω steem. when gasoleen gets hot enuf tω turn tω steem, or væpor, it blockz the flœ ov fuel tω the enjin. the væpor will cauz the enjin tω staull. gasoleen that turnz tω steem or væpor iz aulsœ a wæst ov fuel. evaporæʃhon, or væporiezing in the gas tank, causez a loss ov gas, just az evaporæʃhon cauzez a loss ov wauter in a wauter taŋk.

in order tɷ slœ doun the evaporæʃhon ov gasoleen in hot wether, a speʃhial combinæʃhon ov gasoleenz woz mæd. gasoleenz for winter ues, or for ues in cœld cliemæts, ar deziend tɷ increes the speed ov burniŋ. fast burniŋ mæks for kwicker enjin starts in freeziŋ wether.

speʃhial gasoleenz ar uezd in mountæn reejonz, becauz ov the lœ ær preʃhuer in hie plæsez. this gasoleen iz deziend tɷ slœ the evaporæʃhon ov the gasoleen and prevent væpor-block.

sum gasoleen refieneriz produes az meny az twenty different blendz ov gasoleen tɷ meet different kiendz ov condiʃhonz.

kwestionz

1) gasoleen iz gɷd for internal combustion enjinz becauz it iz:

   a) slœ burniŋ

   b) fast burniŋ

   c) very cheep

2) the mor anti-nock compound in a gasoleen, the ____________ the octæn number.

3) a nock or a piŋ ueʒueally meenz that the gas taŋk iz lœ. trɷ or faulz?

4) anuther wurd for steem iz:

   1) evaporæshon

   2) hot wauter

   3) væpor

5) the plæs whær gasoleen iz blended and prepærd for ues iz caulld:

   a) an oil taŋker

   b) the mæn stæshon

   c) a refienery

manpouer development træniŋ prœgram

a.s.a. "e and d" i/t/a #10

langwæj lesson: gasoleen - hou dω wee get it?

I. blackbord fræzez. sound ov "ʃh"

brækiŋ acʃhon	offiʃhial inspecʃhon
speʃhial or preemium gas	dænjerus sitⁱueæʃhonz
hie compreʃhon enjin	autœ servis stæʃhon
lœ ær preʃhuer	enjin luebricæʃhon
drieviŋ condiʃhonz	mωviŋ vieolæʃhon
ʃhock absorberz	modern transportæʃhon
maʃheen ʃhop	wauter evaporæʃhon

ʃhip endiŋ

bizness partnerʃhip	neet wurkmanʃhip
stæʃhon œnerʃhip	credit club memberʃhip
gωd sælzmanʃhip	hardʃhip drieviŋ condiʃhonz

II. blackbord sentensez:

1. gωd sælzmanʃhip will pωt extra muny in an attendant's pæ check.
2. it iz important tω check ʈhe driever'z credit club memberʃhip befor filliŋ out ʈhe credit slip.
3. winter drieviŋ condiʃhonz ar a hardʃhip, and cauz wær and tær on a car.
4. ʈhe rædiætor and battery ʃhωd bee checkt for wauter evaporæʃhon.
5. worn ʃhock absorberz ar bœʈh harmfωl and dænjerus tω a car.

manpȣer development træniŋ prœgram

a.s.a. - "e and d"

i/t/a # 10

hœmwurk assienment "gasoleen - hȣ dω wee get it?"

næm______________class_____dæt_______teecher__________

fill-in

1. hie octæn gas iƨ often referrd tω aƨ ___________ or preemium gas.

2. winter drieviŋ condiʃhonƨ ar a __________________ on a car.

3. the wauter level in the rædiætor and battery mæ faull due tω ______________.

4. when thær iƨ mor than wun œner in a biƨness, it iƨ ueʒueally caulld a _____________.

5. __________ __________iƨ very important in the proper mæntenans ov a car.

manpœer development træniŋ prœgram
brωklyn adult træniŋ senter

a.s.a. "e and d"

i t a

tēcher'z gīd

introductory blackbord fræzez for -

the fœny ekscues #11

œt ov breth

mor than an œr læt

terribl stumac cramps

dubld up with pæn

the hœm-mæd remediz

hē pusht hiz luck

understandiŋ and sympathetic

the bœ'z condishon

rappt in a blaŋket

hospital emerjensy rωm

the boss had warnd him

thœz fœny ekscuesez

nœbody wωd belēv him

whot a rotten bræk

pæj tω

teecher'z gied

blackbord sentensez

1. when hee ran intω the shop, hee woz compleetly out ov breth.

2. the chield woz dubld up with pæn.

3. the pærents tried aull ov thær hœm-mæd remediz on the sick chield.

4. the boss woz mad at him insted ov beeing understanding and sympathetic.

5. hee woz sorry nou about aull ov thœz fœny ekscuesez.

manpouer development træniŋ prœgram
brωklyn adult træniŋ senter

i.t.a. v.l. hannenberg

a.s.a. "e and d"

the fœny ekscues #11

ed gibbz ran intω the autœ servis stæʃhon. hee woz out ov breth becauz hee had run aul the wæ from the subwæ stæʃhon. the subwæ woz three loŋ blocks from the essœ stæʃhon on marsy avenue whær ed had wurkt for aulmœst three munths. ed woz mor than an our læt for wurk.

it had been a terribl morniŋ for ed. everythiŋ had gon roŋ. hee had been up haf the niet with hiz sun, jimmy. in the middl ov the niet jimmy wœk up with terribl stumac cramps. hee woz dubld up with pæn. hee wœk the hœl hous up with hiz criez.

for ourz ed and hiz wief tried aul ov the hœm-mæd remediz thæ nue. but nuthiŋ seemd tω help. the cramps continued for ourz. fienally, ed and hiz wief becæm frietend bie the boi'z condiʃhon, and desieded that thæ had tω hav a doctor lωk at him.

ed and hiz wief rappt jimmy in a blaŋket and tωk him doun tω the car. thæ wer gœiŋ tω the hospital tω hav the doctor lωk at jimmy. the boi cried aul the wæ tω the hospital. hee cried haf out ov pæn and haf out ov feer ov gœiŋ tω the hospital. after wætiŋ for an our pæj tꝏ

the fœny ekscues

in the hospital emerjensy rꝏm, the doctor fienally egzamind jimmy. hee cꝏd not fiend enything seerïusly rong with the boi and gæv him a pill. hee sent them hœm with instrucshonz tꝏ pꝏt the boi tꝏ bed, feed him liet fꝏdz, and bring him back for X-ræz as sꝏn as hee woz better.

bie the tiem ed got hœm, hee woz ded tierd. hee had been up mœst ov the niet and hee woz nou læt for wurk.

beeing læt for wurk woz nuthing nue for ed. hee woz læt at leest wuns a week. the first fue tiemz nœbody in the stæshon sed enything tꝏ him. but the last tiem hee got mor than just a dirty lꝏk from the boss. the last tiem hee had cum læt, the boss had waurnd him that anuther lætness miet meen hiz job.

the last fue tiemz hee had given thœz fœny ekscuesez, hee cꝏd see that the boss didn't beleev him. hee nue thær woz sumthing rong with hiz ekscuesez when the men smield as thœ thæ didn't beleev him, eether. it woz funny hou hee woz aulwæz in the pozishon ov having tꝏ lie about hiz lætness.

ed had the feeling that hee had pꝏsht hiz luck tꝏ far the last tiem. nou, when hee had a reel gꝏd reezon for hiz lætness, hee woz afræd nœbody wꝏd beleev him.

ʈhe fœny ekscues

ed waukt stræt intω ʈhe offis tω tauk tω ʈhe boss when hee got tω wurk. hee had tω tell him about hiʒ trublʒ. but insted ov beeiŋ understandiŋ and sympaʈhetic about jimmy'ʒ illness, ʈhe boss just ʃhωk hiʒ hed. hee tœld him ʈhat hee woʒ fierd befor ed cωd eeven tell ʈhe hœl story about hiʒ miʒerabl niet.

ed left ʈhe ʃhop wiʈh a sick feeliŋ in hiʒ stumac. whot a rotten bræk! ʈhe first gωd reeʒon for beeiŋ læt, and hee never eeven got a chans tω tell it.

ʈhe end

manpouer development træniŋ prœgram

a.s.a."e and d" i/t/a #11

laŋgwæj lesson for the fœny eXcues

I. blackbord fræzez.

replæs the fuez
puerified wauter
job with a fuetuer
chassi luebricæʃhon
hevy duety oil
sœʃhial secuerity benefits
servis manueal
reguelar gas

loŋ ue

enjin tuen up
bueick hardtop
puerolætor oil filter
uenion duez
mœtor veehicl buerœ
duerabl parts
manuefactuerer'z instrucʃhonz
adjust the carbuerætor

uer endiŋz

hueman nætuer
matuer peepl
secuer job

job tenuer
gωd postuer
gas miXtuer

II. blackbord sentensez:

1. the manuefactuererz instrucʃhon manueal recommended a hevy duety oil for winter uez.
2. sum uenionz hav a check-off system for uenion duez.
3. the car seemd tω ried smωther and better after the chassi luebricæʃhon.

manpouer development trænieŋ prœgram

a.s.a."e and d" the_fœny_eXcues i/t/a #11

II. blackbord_sentensez:

4. an applicæʃhon for a lerner'z permit must bee mæd at the offis ov the mœtor veehicl buerœ.

5. the wauter for the rædiætor must bee distilld or puerified.

6. it iz often better in the loŋ run tω tæk a job which offerz secuerity or tenuer, rather than a hieer pæiŋ job with nœ tenuer.

manpouer development træniŋ prœgram

a.s.a."e and d"

i/t/a #11

hœmwurk assienment - the fœny eXcues

næm______________class______dæt______teecher________

fill-in

1. parts ov an automobeel which ar mæd tω last a loŋ tiem mæ bee descriebd as ---------- ---------.

2. gasoleen cumpaniz blend ingreedients tω mæk a -------- -------- that iz speʃhially sueted tω wether condiʃhonz.

3. a lerner'z permit must bee obtænd from the lœcal --------- --------- ---------.

4. loŋger wær and better performans can bee eXpected when the car iz given a --------- --------- reguelarly.

5. sum peepl ar mor interested in --------- --------- than in hieer pæ..

manpouer development træniŋ prœgram
brωklyn adult træniŋ senter

a.s.a.-"e and d" teechers gied i/t/a

blackbord fræzes tω introdues selecʃhon

liftiŋ the cɑr #12

a conveenient poziʃhon

inspect the brækiŋ system

hevier veehicls

plæs the horsez correctly

wurk on the egzaust system

tracks runniŋ aloŋsied eech uther

a lockiŋ mecanizm

compresst ær pouer

bœth endz ɑr collapsibl

remꝏv a muffler

the responsibility ov the attendant

servisiŋ and mæntæniŋ

blackbord sentensez: (liftiŋ ᵺe cɑr)

1) horsez ɑr adjustabl and a ʈhrεε tun hors can lift a cɑr up tω 18 inʧez off ᵺe ground.

2) ᵺe sæfty ov ᵺe man wurkiŋ on ᵺe cɑr dependz upon ᵺεεz horsez.

3) ᵺær iz aulwæz ᵺe dænjer ov lεεkiŋ gas or oil and ov fauliŋ dirt.

4) ᵺær ɑr ʈhrεε standard lifts found in mœst stæʃhonz.

5) ᵺe lift iz aulwæz uesd for wurk on ᵺe egzaust system, and for luebricæʃhonz and grεεs jobz.

6) bœʈh endz ov ᵺe adjustabl lift ɑr collapsibl.

manpouer development træniŋ prœgram
brωklyn adult træniŋ senter

a.s.a.-"e and d" i/t/a

liftiŋ the car

thær ar meny peeses ov ekwipment in the autœ ʃhop which ar deziend tω hœld the car in a conveenient poziʃhon for the job that haz tω bee dun. thees peeses ov ekwipment ar bœth larj and smaull. thæ rænj from smaull jacks tω larj lifts. the jacks and the lifts ar intended tω ræz a part ov the automobeel off the ground sœ that wurk can bee dun on a part ov a car.

a bumper jack iz attacht tω the frunt or reer bumper ov the car tω ræz the car for a tier tω bee chænjd. if a wheel haz tω bee remωvd tω inspect the brækiŋ system, the car iz ræzd and horses must bee plæst in poziʃhon under the "A" fræm.

the horsez provied gωd support and hœld the car in a stedy posiʃhon. the hors uezd mœst often can hœld up tω three tunz. horsez ar adjustabl and the three tun hors can lift a car up tω 18 inchez off the ground. for hevier veehiclz, a 5 tun adjustabl hors can bee uezd.

the proper plæsment ov the horsez iz very important. the sæfty ov the man wurkiŋ on the car dependz upon theez horsez. hee must plæs the horsez correctly, under the "A" fræm, and bee ʃhuer that the car sits stedy and duz not rock. wuns the attendant iz ʃhuer that the horsez ar in plæs, hee can mωv under the car on a creeper with sæfty, and can consentræt on the wurk that haz tω bee dun.

whiel hee iz under the car, thær iz aulwæz the dænjer ov leekiŋ gas or oil, and ov faulliŋ dirt. goggls which will protect the iez from faulliŋ dirt, ʃhωd bee worn whiel the attendant iz in this poziʃhon.

if the fuel pump haz tω bee remωvd, thær iz sertænly gœiŋ tω bee leekiŋ, and the iez must bee protected bie gogglz.

thær ar three standard lifts found in mœst stæʃhonz. the lift iz aulwæz uezd for wurk on the egzaust system, and for luebricæʃhonz and grees jobz. carz ar bilt sœ lœ tωdæ, that meny jobz rekwier the ues ov a lift.

the driev-on lift - the driev-on lift haz tω tracks runniŋ aloŋsied ov eech uther. the wheelz ar driven ontω the tracks and the lift operæʃhon iz redy tω begin.

the senter pœst on the driev-on lift is ekwippt with a lockiŋ mecaniᴢm. the liftiŋ iᴢ dun bie compresst ær. it tæks a fue minits ov operæʃhon befor the lock iᴢ set. eeven if the compresst ær pouer ʃhωd fæl, after the lock iᴢ set, the lift cannot faull.

the adjustabl lift haᴢ grips which can bee adjusted tω the leŋth and width ov eny car. the lift haᴢ the ʃhæp ov a dubl "Y", with a senter pœst. bœth endᴢ ar collapsibl, sœ that the frunt end or the reer end can bee wurkt on. frunt end jobᴢ and reer end jobᴢ ar ueʒueally dun on the adjustabl lift.

the dubl lift iᴢ uesd when eether the frunt end or the reer end need tωbee wurkt on separætly.

bœth endz can bɛɛ elevæted (ræzd) tωgether. the dubl lift aulsœ haz nœ senter pœst and iz thærfor very convɛɛnient for wurk on the egsaust system. with the senter frɛɛ, it iz ɛɛzier tω instaull or remωv a muffler and tæl piep assembly.

the for-pœster lift iz found œnly in sum stæʃhonz. az its næm tellz yω, it haz for pœsts tω support the ræzd car. transmiʃhon wurk iz mæd ɛɛzier with this lift becauz it lɛɛvz frɛɛ wurkiŋ spæs under the entier car.

the lifts in a servis stæʃhon ar a very important part ov the autœ servis ekwipment. the lifts ar the mœst ekspensiv pɛɛsez ov ekwipment found in the ʃhop. proper mæntenans ov the lifts iz part ov the responsibility ov the attendant.

lifts need tꝏ bee kept cleen and properly luebricæted if thæ ar tꝏ wurk effiʃhiently.

in meny ʃhops, mæntenans ov lifts iz dun on a rœtætiŋ bæsis, just liek the uther houskeepiŋ chorz. eech attendant haz a turn at servisiŋ and mæntæniŋ the lifts.

the ærea around the lifts haz a tendensy tꝏ get very dirty. grees and oil and fuel leeks ar often found whær thær iz wurk on the car. if the ærea gets oily or greesy, a compound ʃhꝏd bee spred around tꝏ absorb the grees. in a well-run autœ ʃhop, the compound wꝏd bee spred around at the end ov the wurk dæ, and swept up in the morniŋ.

a.s.a.-"e ar d" (liftiŋ car -7- i/t/a

kwestionz

1) a bumper jack iz uezd tω lift ƫhe car for:
   - a) a luebricæʃhon
   - b) a reer end job
   - c) tier ʧænjez

2) ƫhe horsez can hœld a car, nœ matter hou ƫhæ ar plæst. trω or fauls?

3) aulmœst aull jobz need a lift tωdæ becauz:
   - a) mœst carz ar bilt very lœ tωdæ
   - b) it iz sæfer
   - c) ƫhe attendant cannot dω eny job wiƫhout it.

4) ƫhe dubl lift iz conveenient for wurk on ƫhe egzaust system becauz it haz nœ__________ __________.

5) ƫhe mœst ekspensiv peesez ov ekwipment in ƫhe ʃhop ar:
   - a) ƫhe pouer tωlz
   - b) ƫhe lifts
   - c) ƫhe testiŋ maʃheenz

manpouer development træniŋ prœgram
brωklyn adult træniŋ senter

a.s.a.-"e and d" i/t/a (12)

laŋgwæj lesson for liftiŋ ʈhe cɑr

1. blackbord fræzez: "au" forms

faulliŋ peesez
smaull jacks
aulwæz a dænjer
staulld cɑr
aulternætiŋ current

egzaust system
hiedraulic bræks
automobeel mecanic
auʈhoriezd deeler
automatic tranzmiʃhon
aukward poziʃhon
hand sau
clau hammer

a.s.a.-"e and d"   i/t/a (12)

laŋgwæj lesson for liftiŋ the car

11. blackbord sentensez:

1, the attendant ʃhood aulwæz protect himself agænst faulliŋ peesez, espeʃhially when hee iz under the car.

2, the lift iz aulwæz uesd for wurk on the egzaust system and for luebricæʃhon jobz.

3. mœst autœ ʃhops hav a laundry servis for touelz and attendants' ueniformz.

4. automatic tranzmiʃhon sævz the driever the job ov ʃhiftiŋ geerz manueally in forward speedz.

5. smaull jacks ar uesd for tier chænjez.

manpɷer development træniŋ prœgram

i/t/a a.s.a. v.l. hannenberg

hœmwurk assienment "liftiŋ the cɑr" (12)

fill in the correct anser:-

1. traffic woz backt up on the hiewæ for œver a miel becauz ov a __________ __________ in the riet læn,
2. an attendant hɷ iz very gɷd at hiz job, mæ sumdæ becum an __________ __________ if hee tæks speʃhial træniŋ.
3. wurk on the muffler, tæl piep, or eny uther pɑrt ov the __________ __________ must bee dun with the help ov a lift.
4. mœst electrical applieansez in the uenieted stæts operæt on __________ __________, rather than on direct current.
5. __________ __________ cannot operæt without flɷid in the master sylinder.

manpouer development træniŋ prœgram
broolyn adult træniŋ senter

a.s.a.-"e and d" teecher'ƨ gied i/t/a

introductory blackbord fræƨeƨ for:

dænjer spots in the ʃhop

the dænjer ov faulliŋ peeseƨ

on a creeper

the compresst ær hœƨeƨ

sæfty devieseƨ

a 'seerius injury

ʃharp edʒeƨ

invitæʃhonƨ too dænjer

the fleʃh ov yoor hand

last yoo a lieftiem

the proper lietiŋ devies

dirt and grees

prevent iestræn

fier extiŋgwiʃherƨ

yoo risk yoor lief

a.s.a.-"e and d" teecher'z gied   i/t/a

blackbord sentensez: (dænjer spots shop)

1) eeven thœ the lifts hav sæfty deviesez, græt cær must bee tæken when uezing them.

2) protect yoor iez from dirt and grees when yoo ar wurking.

3) if yoo smœk on the job, yoo risk not œnly yoor job, but yoor lief.

4) the proper lieting devies will prevent iestræn.

5) fier iz aulwæz a dænjer whær thær iz gasoleen, oil or grees.

manpouer development træniŋ prœgram
brωklyn adult træniŋ senter

a.s.a.-"e and d" i/t/a

dænjer spots in the ʃop

when yω ar wurkiŋ with hevy maʃeenery and hevy parts, thær is aulwæz the dænjer ov faulliŋ peesez and ov injury. imajin hou it wωd feel tω hav a car slip off the hors whiel yω wer on a creeper underneeth! if yω fæl tω check that the car iz sittiŋ on the horsez properly, yω mæ fiend the car on top ov yω.

the tωlz that ar uezd in the ʃop, the renchez, hacksauz, hammerz, the jacks, the compresst ær hœzez, must aull bee handld cærfully. eeven thœ the lifts hav sæfty deviesez bilt intω them, græt cær must bee tæken when uezin them.

picture hou it wωd feel tω hav a larj rench faull on yωr tœ or fωt.

yω miet suffer a seerius injury, eeven if yω ɑr wæriŋ the proper ʃhωz. oil-can spouts hav ʃhɑrp edʒez. if yω ɑr cærless, yω miet fiend yωrself cuttiŋ intω the fleʃh ov yωr hand insted ov the can ov oil.

the wun pær ov iez that yω hav must last yω a lieftiem. protect them from dirt and grees when yω ɑr wurkiŋ. liet up the pɑrt ov the cɑr on which yω ɑr wurkiŋ with the proper lietiŋ devies. it will prevent iestræn and aulsœ will let yω see whot yω ɑr dωiŋ.

fier iz aulwæz a dænjer whær thær iz gasoleen, oil or grees. every stæʃhon must bee ekwippt with fier extiŋgwisherz. keep them handy when yω ɑr testiŋ the enjin. the fue minits that yω lωz gettiŋ the fier extiŋgwiʃher when yω need it, mæ mæk aull the differens in the wurld.

smœkiŋ and lietiŋ matchez neer the enjin, neer the pumps, or neer the oil and grees ar not œnly agænst the lau, but ar invitæʃhonz tω dænjer. if yω smœk on the job, yω risk not œnly yωr job, but yωr lief.

kwestionz

1) if yω ɑr wæriŋ the proper ʃωz, yω ɑr fωlly protected agænst faulliŋ tωlz.

trω or faulz?

2) speʃial cær must bee tæken with oil can spouts becauz:

   1) the oil will leek
   2) the cuver cumz off
   3) the spout and can hav ʃɑrp edʒez

3) the lifts need tω bee handld with cær even thoe thæ ɑr ekwippt with:

   1) on and off switchez
   2) locks
   3) sæfty deviesez

4) proper lietiŋ iz needed tω dω a job well and tω prevent ______________.

5) aull gas stæʃonz keep _______ _________ cloez bie in cæs ov fier.

manpouer development træniŋ prœgram

a.s.a.-"e and d"

i/t/a #13

laŋgwæj lesson for: dænjer spots in ʇhe ʃhop

I. blackbord fræsez: -ur- sound

ʇhe wurld ov wurk

burst œpen

surpriez endiŋ

burniŋ oil

keep yωr wurd

burniʃhiŋ tωlz

spurtiŋ gas

turniŋ ʇhe corner

urban development

urjent bizness

sturdy wurkhors

furniʃht rωm

turbien enjin

common curtesy

II. blackbord sentensez:

1. ʇhe boss left ʇhe ʃhop tω attend tω sum urjent bizness.
2. it is allwæz wiez tω slœ doun befor turniŋ ʇhe corner.
3. common curtesy and a plezant manner will help ʇhe attendant in gettiŋ aloŋ wiʇh ʇhe customerz.
4. a turbien enjin iz a rœtary enjin ʇhat converts a mωviŋ gas or likwid intω enerjy.
5. ʇhær ar meny different burniʃhiŋ tωlz uesd tω giv a hie poliʃh tω metalz.

manpouer development træniŋ prœgram

a.s.a.-"e and d" i/t/a #13

hœmwurk assienment:

dænjer spots in ʈhe ʃhop

næm________________class______dæt_____teeʧer_______

1. if yω fæl tω ________ ________ ________,
peepl will not trust yω.

2. ________ ________ ar uezd tω finiʃh and poliʃh
metalz.

3. a ________ ________ iz a rœtary enjin.

4. a plezant manner and ________ ________ will
help a man get aloŋ on ʈhe job.

5. ʈhe differenʃhial geerz stedy ʈhe car when ________
________ ________.

manpœer development træniŋ prœgram

brωklyn adult træniŋ senter

a.s.a.-"e and d" teeʧher'ƨ gied i/t/a

introductory blackbord fræƨeƨ tω:

the history ov the tier

mæk the differens

a smωth and cumfortabl ried

aull ʃhæken up

lωkt liek dœnuts

solid rubber

nuematic tier or ær tier

cωʃhon the bumps

cliŋ tω the rim

grips the rœd

stroŋ and rugged

synthetic mateerialƨ

tred desienƨ

espeʃhially deep tredƨ

better tracʃhon

a.s.a.-"e and d"   teecher'z gied   i/t/a

(blackbord fræzez - history ov tier)

puŋctuer-prωf tierz

puŋctuer-seeliŋ

help prevent acsidents

rœd grippiŋ acʃhon

blackbord sentensez:

1) meny substituets hav been tried, but compresst ær iz still the best cωʃhon.

2) the inner tueb hœldz the compresst ær, and the ωuter tier protects the inner tueb.

3) the ωuter part must bee stroŋ and rugged enuf tω tæk the constant fricʃhon.

4) synthetic mateerialz wer added tω the rubber tω mæk a stroŋger tier.

5) snœ tierz provied better tracʃhon, or rœd grippiŋ acʃhon, in snœy or slippery wether.

a.s.a.-"e and d" i/t/a

the history ov the tier

tierz ar a very important part ov the automobeel. not œnly duz the car mɷv aloŋ on them, but thæ can mæk the differens between a smɷth, cumfortabl ried and a ried that iz bumpy and leevz yɷ aull ʃhæken up.

automobeel tierz did not aulwæz lɷk the wæ thæ dɷ tɷdæ. the first tierz lɷkt sumthiŋ liek dœnuts. that iz, thæ wer mæd ov solid rubber. thæ held tɷ the rœd and lasted a loŋ tiem, but thæ gæv a nies, smɷth ried.

az carz becæm mor pouerfɷl and began tɷ gœ at hieer speedz, thær woz a græt need for a better kiend ov tier. the "ær tier", or nuematic tier, woz developt. this woz filld with compresst ær tɷ cɷʃhon the bumps.

sins then, meny substituets hav been tried, but compresst ær is still the best cꝏʃhon.

the first ær tier woz a sinŋl tueb uezd on biesyclz. this wun tueb had tꝏ hœld the ær, cliŋ tꝏ the rim ov the wheel, and aulsœ grip the rœd. it woz læter tried on auto-mobeelz, but it woz not sucsessfꝏl.

then tier manuefactuererz had the iedeea ov mækiŋ the tier in tꝏ parts. wun part hœldz the compresst ær. it iz caulld the inner tueb. the uther part fits outsied. it attachez tꝏ the rim ov the wheel, grips the rœd, and protects the inner tueb.

this outer part, or cæsiŋ, iz considerd tꝏ bee the actueal tier. it must bee stroŋ and rugged enuf tꝏ bee æbl tꝏ tæk the constant fricʃhon ov the rœd.

it haz a desien in the rubber which helps the tier grip the rœd better. this desien iz cauld the tred.

az automobeelz wer driven faster and faster, the tierz wer heeted mor in drieviŋ and wor out faster. synthetic mateerialz wer added tɷ the rubber tɷ mæk a stroŋger tier, tred desienz wer chænjd sœ that less ov the tier grippt the rœd. læter, desienz wer chænjd agæn tɷ mæk tierz skid-prɷf. tierz with espeʃhially deep tredz wer developt for winter ues. theez snœ tierz provied better tracʃhon, or rœd grippiŋ acʃhon, in snœy or slippery wether.

blœout-prɷf tierz with speʃhial inner tuebz wer desiend. thæ did not lɷz thær ær immeediatly when thæ wer puŋctuerd. this helpt prevent acsidents.

an œven læter development iz a siŋgl tueb tier caulld a tuebless tier. it not œnly givz the servis ov a reguelar outer tier and inner tueb, but it iz puŋctuer-seeliŋ and hœldz ær better than the œld stiel tier and tueb.

a.s.a.-"e and d"(history ov tier)-5-i/t/a

kwestionz

1) the first tierz wer mæd ov:
   1) elastic
   2) solid rubber
   3) nielon
2) better tierz wer needed when carz began tω get mor pouerful and travel at hieer speedz. trω or faulz?
3) anuther naem for ær tier iz__________tier.
4) the best cωʃhon for bumps iz still:
   a) an inner tueb
   b) compresst ær
   c) a biesycl tier
5) when carz travel at hie speedz, tierz get:
   a) very hot from the fricʃhon
   b) worn out
   c) better tredz

laŋgwæj lesson for ᵺe history ov ᵺe tie

11. blackbord sentensez:

1. nœ cɑr iz sæf unless ᵺe bræk system iz wurkiŋ properly.
2. a siks sylinder cɑr iz ueʒueally mor economical tω run ᵺan an æt sylinder cɑr.
3. a windʃheeld ʃhωd bee wiept until it iz crystal cleer tω giv ᵺe driever a cleer vue ov ᵺe rœd.
4. synŧhetic mateerialz ɑr man-mæd mateerialz.
5. an attendant ʃhωd ask ᵺe driever about trubl symptomz in ᵺe cɑr dueriŋ servis at ᵺe pump.

manpouer development træniŋ prœgram
brωklyn adult træniŋ senter

a.s.a.-"e and d" (14) i/t/a

laŋgwæj lesson for the history ov the tier

1. blackbord fræꙅeꙅ: when y = i (ʃort i)

bræk system

mœtor rythm

six sylinder car

trubl symptomꙅ

plymuth sedan

crystal clœr

mystery story

acrylic pænt

jypsy cab driever

synthetic matœrialꙅ

stæʃon symbol

fysical læbor

laŋgwæj lesson for the history ov the tie

11. blackbord sentensez:

1. nœ cɑr iz sæf unless the bræk system iz wurkiŋ properly.
2. a siks sylinder cɑr iz ueʒueally mor economical tω run than an æt sylinder cɑr.
3. a windʃheeld ʃhωd bee wiept until it iz crystal cleer tω giv the driever a cleer vue ov the rœd.
4. synthetic mateerialz ɑr man-mæd mateerialz.
5. an attendant ʃhωd ask the driever about trubl symptomz in the cɑr duering servis at the pump.

manpouer development træniŋ prœgra
brꝏklyn adult træniŋ senter

i/t/a a.s.a.-"e and d" v.l.hannenber

hœmwurk assienment "the history ov the t

fill in the correct anser-- (14)

1. the first tierz lꝏkt liek dœnuts and
   wer mæd ov __________ __________.

2. the ær tier iz filld with __________
   ær which acts az a cꝏʃhon.

3. a tier with __________ __________ cannot
   grip the rœd properly.

4. the addiʃhon ov __________ __________
   mæks the tier stroŋger.

5. the tꝏ parts ov the tier ar:

   a)__________

   b)__________

manpωer development træniŋ prœgram
brωklyn adult træniŋ senter

a.s.a.-"e and d" teecher'z gied   i/t/a 15

introductory blackbord fræzez for:

jeneral tier cær

turn customerz awæ

suspenʃhon system

ʃhock absorberz and spriŋz

misalienment ov the wheelz

proper inflæʃhon level

bauld tierz

peeriodic rœtæʃhon

not œnly a conveeniens

improper inflæʃhon

bild-up ov preʃhuer

ær cωʃhon tierz

værius stæjez

mountiŋ and dismountiŋ

ov tierz

sugjested patternz

blackbord sentensez: (jeneral tier cær)

1) gωd tier servis iz not œnly a conveenienz, but very important for sæfty.

2) sum drieviŋ habits cauz tierz tω wær out uneevenly.

3) hie-speed drieviŋ, fast turnz on curvz, improper inflæʃhon and the misalienment ov wheelz, will cauz wær and tær on the tierz.

4) az the car iz driven, the fricʃhon between the tier and the rœd will heet the tier.

5) checkiŋ tier preʃhur iz particuelarly important with ær cωʃhon tierz.

manpouer development træniŋ prœgram
brooklyn adult træniŋ senter

a.s.a.-"e and d" i/t/a

jeneral tier cær

tier servis iz sumthiŋ that customerz expect too get from thær servis stæʃhon. yoo cannot turn customerz awæ or doo a poor job and expect too hœld the customer'z gasoleen bizness. good tier servis iz not œnly a conveeniens too the customer, but it iz aulsœ very important for hiz sæfty.

the tierz ɑr pɑrt ov the suspenʃhon system ov the cɑr, aloŋ with ʃhock absorberz and spriŋz. good tierz ʃhood absorb mœst ov the rœd bumps that mæk for a ruf ried.

tierz ɑr expected too wær out in the normal cors ov tiem. but thær ɑr sum thiŋz which cauz them too wær out faster or too wær uneevenly:- hie speed drieviŋ; fast drieviŋ on curvz or around cornerz; improper inflæʃhon; and misalienment ov the wheelz.

performiŋ sum tier servis, nœ matter hou smaull, givz the attendant the opportuenity tω inspect a tier mor clœsly. it can reeally "pωt the fiŋger on" tier needz.

gωd tier servis inclueds theez thiŋz:

1) reguelar checkiŋ for proper inflæʃhon level. this ʃhωd bee dun when the tierz ar cωl. az the car iz driven, the fricʃhon between the tier and the rœd will heet the tier. this causez a bild-up ov preʃhuer and mæ cauz the tier tω lωk œver-inflæted. checkiŋ tier preʃhuer iz particuelarly important with ær cωʃhon tierz. mæk ʃhuer that bœth yωr hand gæjez and tier inflætorz ar accueræt.

2) correct repæriŋ ov tuebz.

3) correct mountiŋ and dismountiŋ ov tierz.

4) cærfωl inspecʃhon ov tredz, sied-waullz, cæsiŋz, valvz, etc. lωk for nælz, brωzes, or cuts. lωk for "bauld" tierz,-- tierz whær the tred is dænjerusly worn out. if eny ov thees condiʃhonz ar present, tierz ʃhωd bee repærd or replæst befor thæ becum unsæf for drieviŋ.

5) peeriodic rœtæʃhon ov tierz. this will leŋthen the lief ov the tier bie mækiŋ ʃhuer that eech tier gets eekwal wær. tierz ʃhωd bee rœtæted every 5,000 mielz.

a.s.a.-"e and d" (jen. tier cær) -4-i/t/a

kwestionz

1) drieviŋ habits dꝏ not affect hou loŋ the tierz will wær. trꝏ or fauls?

2) the tierz ar part ov the _____ _____.

3) yꝏ can leŋthen the lief ov a tier bie:

   a) pꝏttiŋ an extra pound ov ær in them

   b) woſhiŋ them reguelarly

   c) cærfꝏl drieviŋ and proper mæntenans.

4) an attendant ſhꝏd mæk ſhuer that the hand gæjez and tier inflætors ar_________.

5) az loŋ az yꝏ ar not haviŋ eny seerius trubl with yꝏr œld tierz, yꝏ dꝏ not need tꝏ replæs them.

trꝏ or fauls?

manpouer development træniŋ prœgram

a.s.a.-"e and d" i/t/a #15

laŋgwæj lesson for jeneral tier cær

I. blackbord fræzez: preefixes meeniŋ "not"

un	in
wær out uneevenly	inconveenient ourz
unsæf car	incorrect balans
uneekwal wær	incorrect chænj
unimportant matterz	incredibl priesez
unbiznessliek manner	insuffishient preshuer
unpæd billz	

im	mis
improper inflæshon	misalienment ov wheelz
impossibl wurkiŋ condishonz	misinformd attendant
immatuer emploiees	misplæst autœ parts
	mismanæjd stæshon

II. blackbord sentensez:

1. unless the wheelz ar balanst and properly aliend, thær will bee uneekwal wær on the tierz.
2. an attendant hoo foolz around too much and acts in an unbiznessliek manner mæ looz hiz customer and hiz job.
3. the car will not ried properly if thær iz insuffishient ær preshuer in the tierz.

II. blackbord sentensez cont'd.

4. the attendant mæ hav tω wurk niets, holidæz, and inconveenient ourz on the job.

5. a cærless attendant mæ hav tω spend unnesessary tiem lωking for misplæst autœ pɑrts.

manpouer development træniŋ prœgram

a.s.a.-"e and d" i/t/a #15

hœmwurk assienment for jeneral tier cær

næm____________class_______dæt_______teecher_________

chænj the follœiŋ sentensez bie filliŋ in the preefix that will mæk "not"-

1. the stæshon went out ov bizness becauz thær wer tω meny __pæd billz.

2. a lot ov tiem iz wæsted lωkiŋ for lost or ____plæst autœ parts.

3. the mecanic cωd tell from lωkiŋ at the tierz that thær woz ___suffishient ær preshuer.

4. a car that iz not properly servist or repærd mæ becum an ___sæf car.

5. sum stæshonz ar œpen dæ and niet and the attendants must wurk ___conveenient ourz.

manpouer development træniŋ prœgram

a.s.a.-"e and d" **teecher'z gied** 1/t/a #16

blackbord fræzez tω introdues:

henry ford

mecanical thiŋz

espeʃhially liekt

wurkiŋ wiŧh maʃheenery

repær wurk

enjin ʃhop

detroit edison cumpany

frendz and næborz

grætest contribueʃhun

standardiezd ħe automobeel

assembliŋ parts

wotches and clocks

meny sacrifiesez

rωm and bord

eXtra muny

steem enjinz

manuefactuer automobeelz

cumpany stockhœlderz

mass producʃhon meŧhodz

in græt kwontitiz

ħe averæj man

blackbord sentensez:

1. ford developt mass producʃhon meŧhodz which helpt standardiez ħe automobeel.
2. hee developt a belt system for assembliŋ autœ parts kwickly.
3. a belt system iz aulsœ nœn az an assembly lien.
4. ħe ford mœtor cumpany woz organiezd in 1903.
5. a man hω had invested $ 2,500 in ford'z cumpany sœld hiz ʃhærz for 30 million dollarz siXteen yeerz læter.

manpouer development træniŋ prœgram

a.s.a.-"e and d"   i/t/a 16

henry ford

from the tiem hee woz very yuŋ henry ford woz interested in mecanical thiŋz. hee woz born neer deerborn, mishigan in 1863. az a chield, hee helpt hiz father wi farm wurk, but hee espeshially liekt wurkiŋ with masheenery. hee often did repær wurk on wotchez and clocks without pæ.

hee mæd meny sacrifiesez becauz ov his interest in mecanics. when hee woz 16 yeerz œld, hee waukt too detroit and got a job with a mecanic for $2.50 a week. his room and bord cæm too $3.50. in order too get the ekstra muny, hee wurkt for ourz every niet for a wotchmæker at $2:00 a week. læter hee wurkt in an enjinshop, wheer hee set up steem enjinz. fienally, hee becæm an enjineer at the detroit edison cumpany.

in 1903, ford organiesd a cumpany tω manuefactuer automœbeelz. it woz nœn az the ford mœtor cumpany. hee started this cumpany with 28 thouzand dollarz ræzd from frendz and næborz. thæ becæm stockhœlderz in hiz cumpany. siksteen yeerz læter, a man hω had invested $2.500 in ford's cumpany sœld hiz ʃhærz for 30 million dollarz.

ford's grætest contribueʃhon woz that hee ʃhœd hou uesful mass producʃhon methodz cωd bee in the automœbeel industry. hee standardiezd every part ov the automœbeel sœ that it cωd bee turnd out kwickly and in græt kwontitiz. hee then developt a belt system for assembliŋ theez parts kwickly. this iz nœn az the assembly lien. with this system, hee produest carz in such larj numberz that thæ cωd bee sœld cheeply enuf for the averæj man tω bie.

the end

kwestionz

1, henry ford woz aulwæz interested in

__________ __________.

2, hiz first job with a mecanic woz in

__________, whær hee mæd $__________

3, heny ford woz a gωd biznessman hω nue nuthiŋ about autœ enjineeriŋ.

trω or faulz?

4, bie standardieziŋ autœ parts, it becæm possibl tω turn out parts __________ and in__________ __________.

5, a belt system ov producſhon is

aulsœ caulld, an __________ __________.

m[illegible]pouer development træ[illegible]ŋ prœgram

a.s.a. - "e and d" i/t/a #16

laŋgwæj lessonː

henry ford

or

organiezd læbor

ford mœtor cumpany

order a cɑr

porselæn finiʃh

pees cor

welding torch

lɑrj corporæʃhon

forjd steel

ieron or

cœld storæj

or endiŋ - the man hɷ duz the job -

doctor

mæor

calcuelætor

contractor

distribuetor

meediætor

ɑrbitrætor

estimætor

depozitor

eduecætor

manpouer development trænin prœgram

a.s.a.- "e and d" i/t/a #16

hœmwurk assienment for: henry ford

næm_____________class_______dæt_______teecher________

1. the man hω givz a ruf figuer on the cost ov a job iz caulld an ____________.
2. the ford mœtor cumpany supplies cɑrz tω lœcal ____________ aull œver the wurld.
3. a maʃeen that can add, subtract, multiplie and divied iz caulld a ____________.
4. the baŋk promist a gift tω every nue ____________ for the neXt week.
5. a stæt ____________ helpt tω settl the læbor dispuet between the cumpany and the uenion.

manpouer development træniŋ prœgram
brωklyn adult træniŋ senter

a.s.a.-"e and d" (teeʧer'ƨ gied) i/t/a 17

introductory blackbord fræƨeƨ for:

jeneral autœ mæntenans

acsessory autœ products

stæ in biƨness

ekspeerienst autœ œnerƨ

reguelar servis

recommend hiƨ frendƨ

protected from wær

parts that need luebricæʃhon

the manuefactuerer'ƨ direcʃhonƨ

leekæj on the flor

a gωd advertieƨment

applied jenerusly

a compleet oil ʧænj

enjin craŋkcæseƨ

speʃhial collecʃhon servis

cleeniŋ compound

a.s.a.-"e and d" (teecher'z gied) i/t/a

blackbord fræzez:- jeneral autœ mæntenans /7

collecʃhon ov traʃh

emptyiŋ the enjin

inʃhuer proper servis

protectiv mats

reguelar greesiŋ

blackbord sentensez:

1) it iz a mistæk tω thiŋk that thær iz mor muny tω bee mæd bie not servisiŋ a car well.

2) wun ov the mœst important servises nesessary for eny maʃheen with mωviŋ parts, iz greesiŋ and luebricæʃhon.

3) grees ʃhωd bee applied jenerusly, sœ that aull parts ar compleetly cuverd.

4) tω much oil will clog and harm the parts which ar œver-oild.

5) the dirty oil that haz emptid intω the can iz pord intω a fifty gallon drum,which iz collected reguelarly.

manpouer development træniŋ prœgram
brωklyn adult træniŋ senter

a.s.a.-"e and d" i/t/a

jeneral autœ mæntenans

an autœ servis stæʃhon iz in bizness not œnly tω sell gas and oil and acessory autœ products. perhaps its mœst important bizness iz selliŋ servis tω the automobeel œner. the expeeriens ov the autœ servis stæʃhonz which stæ in bizness for a loŋ tiem iz, that the better the servis, the better the bizness, and the better the chans for the stæʃhon tω stæ in bizness.

expeerienst autœ servis stæʃhon œnerz sæ, that it iz a mistæk tω thiŋk that thær iz mor muny tω bee mæd bie not servisiŋ a cɑr well. the iedeea that sum peepl hav, that the mor often a cɑr bræks doun, the mor bizness a servis stæʃhon will hav, iz fauls.

if a cɑr that a stæshon iz servising reguelarly, bræks doun very often, the customer will probably tæk hiz bizness elswhær. a customer hoo can feel the differens in the wæ hiz cɑr rieds after it haz been properly servist, will not œnly bee a stedy customer, but wun hoo recommendz hiz frendz too the stæshon.

mecanics sæ, that wun ov the mœst important servisez nesessary for eny mashEEn with mooving pɑrts, iz greesing and luebricæshon.

mooving pɑrts must bee greest reguelarly, or thæ will wær agænst eech uther and bræk doun. when aull mooving pɑrts ɑr protected from wær bie grees, thæ wurk better and last longger.

compresst ær forseꙅ ðhe grees ŧhrɷ ðhe trigger handl intɷ ðhe pɑrts ðhat need luebricæʃhon. grees ʃhɷd bee applied jenerusly, sœ ðhat aull pɑrts ɑr compleetly cuverd. exsess drippiŋꙅ ʃhɷd bee wiept awæ, but ðhær iꙅ nœ dænjer from tɷ much grees. mecanics clæm ðhat yɷ cannot œvergrees.

pɑrts ðhat need oiliŋ, on ðhe uðher hand, hav tɷ bee treeted mor cærfɷlly. tɷ much oil will clog and hɑrm ðhe pɑrts which ɑr œver-oild.

reguelar chænjeꙅ ov oil ɑr aulsœ very important tɷ ðhe mæntenans ov an automobeel. oil ðhat gets dirty wiðh ues and æj will ŧhicken and becum hɑrmfɷl tɷ ðhe enjin. it iꙅ recommended ðhat a compleet oil chænj tæk plæs after eech 2,500 mielꙅ.

in order tω chænj the oil in the enjin craŋkcæs, the cɑr must bee jackt up. sum craŋkcæsez ɑr reecht mor eezily than utherz. if the oil craŋkcæs iz hɑrd tω reech, a flexibl tueb tω por in the nue oil must bee uezd.

after the cɑr iz jackt up intω poziſhon for the oil chænj, the plug iz remωωvd from the craŋkcæs and the œld oil iz allowd tω empty intω a can. the dirty oil that haz emptid intω the can iz then pord intω a fifty gallon drum which iz collected reguelarly. the collecſhon ov oil drumz in a gas stæſhon wurks very much liek the collecſhon ov traſh. it iz dun reguelarly bie a speſhial collecſhon servis.

nœ matter hou cærfωl yω ɑr when yω ɑr emptyiŋ the enjin craŋkcæs ov the dirty oil, sum ov it mæ drip ontω the flor.

a cleeniŋ compound which lωks very much liek saudust ʃhωd bee pord on the flor tω absorb the dirty oil and keep the flor cleen.

the enjin craŋkcæs ʃhωd bee refilld with nue oil accordiŋ tω the manuefactuerer'z direcʃhonz. canz with spouts ɑr uezd tω por the oil.

the oil filter ʃhωd bee inspected eech tiem the oil iz chænjd. if the filter iz cloggd or dirty, it cannot dω its job. oil filterz ueʒueally need tω bee chænjd after three oil chænjez.

every cɑr which iz servist ʃhωd hav a sticker attacht tω the insied ov the dor neer the driever'z seet. an attendant ʃhωd nœt the dæt ov the servis and the kiend ov servis given, sœ that the stæʃhon and the cɑr œner will hav a record ov the servis.

this sævz tiem and will inʃhuer proper servis, at the proper tiem.

duriŋ a luebricæʃhon or an oil chænj, thær iz gœiŋ tω bee leekæj on the flor ov the stæʃhon, and sumtiemz on the insied or body ov the car. whenever possibl, a cuveriŋ ʃhωd bee uezd tω protect the car from stænz and dirt. a customer will not bee happy about tækiŋ a stænd and dirty-lωkiŋ car out ov the stæʃhon. hee mæ desied that the wurk iz az sloppy az the lωks ov the car.

aull stæʃhonz hav protectiv mats tω cuver the different parts ov the car. theez mats ʃhωd bee uezd tω avoid stæniŋ and damæj tω the body ov the car whiel wurk iz beeiŋ dun. it iz wurth the tiem tω protect the car. after the damæj iz dun, it mæ tæk a lot ov tiem and wurk tω cleen up.

mœst gωd stæʃhonz will not turn a cɑr œver tω its œner without cleeniŋ it first. oil and grees must bee cærfωlly remωvd from dor locks sœ that the driever will not stæn his clœthz. windœz, uphœlstery, mirrorz, and the daʃhbord and flor ʃhωd bee cleend when the wurk iz finiʃht.

a cleen lωkiŋ cɑr iz a gωd advertiezment for the wurk dun at the stæʃhon. it will mæk and keep a customer.

a.s.a.-"e and d" (jen. autœ mæn.)-8-i/t/a

kwestionz

1) a stæʃhon will lωz bizness if ʈhe repærz and servis ɑr gωd.

trω or faulz?

2) ʈhe œner ov a cɑr ʈhat bræks doun very often:

a) will keep cumiŋ back for repærz
b) will gœ tω anuʈher stæʃhon tω get better servis
c) will sell hiz cɑr and bie a nue wun.

3) uezd and dirty oil iz collected in ________ ________ drumz.

4) grees ʃhωd bee applied ________, sœ ʈhat aull pɑrts ɑr completly cuverd.

5) a nue cɑr duz not need reguelar mæntenans and servisiŋ.

trω or faulz?

manpouer development træniŋ prœgram

a.s.a.-"e and d" i/t/a # 17

laŋgwæj lesson for: jeneral autœ mæntenans

I. blackbord fræƨeƨ:

get tω wurk erly

servis ŧhe enjin

personal property

starter trubl

er

ʧeeper product

mercœry comet

perspiræʃhon œdor

ern mor muny

er - comparison endiŋ

ʧeep - ʧeeper

ʃhort - ʃhorter

hard - harder

hevy - hevier

tuf - tufer

stroŋ - stroŋger

messy - messier

dirty - dirtier

er - referriŋ tω a job or profeʃhon

truck driever

carpenter

welder

lauyer

soderer

manuefactuerer

manpouer development træniŋ prœgram

a.s.a. "e and d" i/t/a # 17

hœmwurk assienment for: jeneral autœ mæntenans

næm_____________class_______dæt______teeʧer_______

1. a man hɷ mæks a liviŋ weldiŋ iz caulld a _______________.

2. it iz not aulwæz wiez tɷ bie a product just becauz it iz _____________ .

3. speʃial instrucʃonz for servisiŋ eeʧ car ar given in ʈhe ____________'z manueal.

4. mœst stæʃonz ar not responsibl for __________ ____________ left in ʈhe car.

5. add "er" endiŋz tɷ ʈhe follœiŋ wurdz and riet a sentens uesiŋ eeʧ wurd.

   smart
   wied
   happy

   dirty
   cɷl
   hie

manpouer development træniŋ prœgram
brɷklyn adult træniŋ senter

a.s.a.-"e and d" teeʧer'z gied   i/t/a

ᵺe luebricæʃhon system

blackbord fræzez:

enjin luebricæʃhon

sircuelæted ʈhrɷ ᵺe enjin

fien meʃh screen

enjin œverhaul

oil preʃhuer releef valv.

enjin-damæj

flœz ʈhrɷ ᵺe system

harmfɷl matter

loss ov oil preʃhuer

fluʃh out dust

dipstick markiŋz

an addiʃhonal kwaurt ov oil

ventilæʃhon system

cloggiŋ wiᵺ sludʒ

the luebricæʃhon system

blackbord sentensez:

1) the oil stræner ʃhωd bee cleend or replæst whenever the enjin iz œverhauld.

2) the nue oil filter seel ʃhωd bee checkt cærfωlly tω avoid leekæj and loss ov enjin oil preʃhuer.

3) wauter, væpor and gasez will form sludʒ in the enjin craŋkcæs if thæ ar not remωvd.

4) from the dipstick, an attendant can tell the condiʃhon ov the oil.

5) a gæj will waurn the driever ov lœ preʃhuer.

manpouer development træniŋ prœgram
brωklyn adult træniŋ senter

a.s.a.-"e and d" i/t/a

the luebricæʃhon system

several kwaurts ov oil, which ɑr stord in the enjin craŋkcæs, luebricæt the mωviŋ pɑrts ov the enjin.

the enjin luebricæʃhon dependz upon the follœiŋ mæn pɑrts:

1) the oil pump iz uezd tω pump oil tω aull mωviŋ pɑrts. aull oil which iz sircuelæted bie the oil pump iz first passt thrω a fien meʃh screen caulld the oil stræner. this stræner ʃhωd bee cleend or replæst whenever the enjin iz œverhauld.

2) an oil preʃhuer releef valv iz bilt intω the system tω prevent the oil preʃhuer from bildiŋ up tω hie. a gæj on the driever'z instrωment panel iz uezd tω waurn the driever that the oil preʃhuer iz tω lœ.

this can rezult in enjin damæj.

oil gets dirty. pɑrticlz ov dirt, dust, and uther thiŋz get intω the oil az it flœz thrω the system. just az a sigarett filter iz uezd tω screen out hɑrmfωl matter in the tobaccœ, sœ iz an oil filter uezd tω screen out hɑrmfωl pɑrticlz in the oil. in order tω dω its job well, an oil filter must bee chænjd every 3,000 tω 5,000 mielz. the nue oil filter seel ʃωd bee checkt cærfωlly tω avœd leekæj and loss ov enjin oil preʃuer. at the sæm tiem the filter iz chænjd, an oil chænj ʃωd bee mæd. this will aulsœ help in fluʃiŋ out dust and uther hɑrmful matter.

the oil level stick, or dipstick, iz an important pɑrt ov the luebricæʃon system. it iz uezd tω check the oil level in the craŋkcæs.

a.s.a.-"e and d" (the lueb.system) -3-i/t/a

the dipstick haz mɑrkiŋz on it which ʃhœ when the craŋkcæs iz fɷll and when oil needz tɷ bee added.

bie lɷkiŋ at the oil on the dipstick, an attendant can aulsœ tell sumthiŋ about the condiʃhon ov the oil. the attendant ʃhɷd aulwæz briŋ the dipstick around tɷ the customer sœ that hee can see for himself whie an oil chænj or an addiʃhonal kwaurt ov oil iz recommended.

wauter væpor and uther gasez will form sludʒ in the enjin craŋkcæs if thæ ɑr not remɷvd. a craŋkcæs ventilæʃhon system remɷvz theez væporz.

the breether cap and aull uther parts ov the ventilæʃhon system ʃhωd bee cleend as recommended bie the manuefactuerer. cleeniŋ will prevent cloggiŋ with sludʒ or dirt.

kwestions

1) luebricæʃhon is very important tω the proper operæʃhon ov:
   a) the rædiætor
   b) the ventilæʃhon
   c) mωviŋ parts

2) the customer ʃhωd never bee botherd tω lωk at the dipstick. trω or fauls?

3) wauter væpor and uther gases will form ___________ in the enjin craŋkcæs, if thæ ar not remωvd.

4) an important part ov the ventilæʃhon system is the _________ _________.

5) three mæn parts ov the luebricæʃhon system ar: 1.________ 2._________ 3.______.

manpouer development træniŋ prœgram

a.s.a.-"e and d". 1/t/a #18

laŋgwæj lesson for: ʈhe lᵫbricæʃhon system

I. blackbord fræƨeƨ:	æt ---> æʃhon
operæt	ʈhe operæʃhon
ventilæt	ʈhe ventilæʃhon
rædiæt	rædiæʃhon
sircᵫlæt	sircᵫlæʃhon
lᵫbricæt	lᵫbricæʃhon
vacsinæt	vacsinæʃhon
acseleræt	acselleræʃhon
satᵫræt	satᵫræʃhon
calcᵫlæt	calcᵫlæʃhon
partisipæt	partisipæʃhon

II.. blackbord sentenseƨ.

1. mister tomas did not understand hou tω operæt ʈhe nᵫ lift. or

1. (a) mister tomas did not understand ʈhe operæʃhon ov ʈhe nᵫ lift.

2. ʈhe oil must bee alloud tω sircᵫlæt freely. or

2. (a) ʈhe oil must bee alloud free sircᵫlæʃhon.

3. ʈhe customer askt ʈhe attendant tω lᵫbricæt ʈhe enjin.

3. (a) ʈhe customer askt ʈhe attendant for an enjin lᵫbricæʃhon.

m.d.t.p.

a.s.a.-"e and d"

i/t/a #18

laŋgwæj lesson for: ŧhe lœbricæʃhon system cont'd.

4. ŧhe mecanic waurnd ŧhe customer not tω acseleræt suddenly.

4. (a) ŧhe mecanic waurnd ŧhe customer abɷt sudden acseleræʃhon.

manpouer development træniŋ prœgram

a.s.a.-"e and d"

i/t/a #18

hœmwurk assienment for: the luebricæshon system

næm______________class_______dæt______teecher_________

add the æshon endiŋ tω the follœiŋ wurdz:

assœsiæt

jieræt

meediæt

gravitæt

fassinæt

riet three sentensez uezing three ov the wurdz yω hav mæd.

manpouer development træniŋ prœgram
brꝏklyn adult træniŋ senter

a.s.a.-"e and d" teecher'z gied i/t/a

introductory blackbord fræzez for enjin luebricæʃhon

an uncumfortabl irritæʃhon

creem or ointment

releev the pæn

hav tꝏ bee replæst

not properly luebricæted

a thin cœtiŋ ov oil

abzorbiŋ the heet

oil viscosity

classified the oil

oil ʃhꝏd bee chænjd

in the form ov sludʒ

enjin wær and bæriŋ fæluer

a.s.a.-"e and d" teecher'z gied i/t/a

blackbord sentensez: (enjin luebricæʃhon)

a) enjin pɑrtz wωd constantly hav tω bee replæst if thæ wer not properly luebricæted.

b) enjin oil iz meʒuerd bie its thickness or its ability tω flœ.

c) after ues, oil becums fωll ov wauter pɑrticlz, and peesez ov dust, dirt and metal.

d) tω get gωd performans from a cɑr, and tω protect its enjin, oil ʃhωd bee chænjd from tiem tω tiem.

e) under æveræj drieviŋ condiʃhonz, it iz recommended that the oil bee chænjd every 1,000 tω 2,000 mielz.

manpωer development træniŋ prœgram
brωklyn adult træniŋ senter

enjin luebricæʃhon

hav yω ever worn a pær ov ʃhωz that wer tω tiet or did not fit properly? befor loŋ the ʃhω, rubbiŋ agænst the heel ov yωr fωt, can cauz an uncomfortabl irritæʃhon. yωr skin iz beeiŋ worn awæ bie the rubbiŋ. this acʃhon iz caulld fricʃhon. fricʃhon produesez heet and wær. a littl creem or ɷintment applied tω the sor spot will ueʒueally releev the pæn and mæk yω much mor cumfortabl.

an enjin iz mæd up ov meny mωviŋ pɑrts. az thæ mωv agænst eech uther, a græt deel ov fricʃhon and wær tæk plæs. enjin pɑrts wωd constantly hav tω bee replæst if thæ wer not properly luebricæted. a thin cœtiŋ ov ɷil iz uesd between aull mωviŋ pɑrts tω prevent wær.

oil uezd in the enjin haz uther jobz, tω. it helps cωl the enjin bie absorbiŋ sum ov the heet given off when the enjin iz in operæʃhon. it aulsœ helps tω cleen the enjin bie absorbiŋ dirt peesez and hœldiŋ them until thæ ɑr drænd out with the oil.

enjin oil iz meʒuerd bie its thickness or its ability tω flœ. this kwolity iz caulld "viscosity". the americæn petrœleum instituet haz classified oil accordiŋ tω the kiend ov servis it givz. the three classificæʃhonz ɑr: ml, mm, ms.

oil mɑrkt ml iz recommended for liet servis. mm iz recommended for normal drieviŋ, and ms iz deziend for hie speed drieviŋ and hevy servis.

tω get gωd performans from a cɑr, and tω protect its enjin, oil ʃhωd bee chænjd from tiem tω tiem..

this is not becauz oil wærz out with ues, but becauz oil gets dirty.

after ues, oil becumz fꝏll ov wauter particlz, and peesez of dust, dirt, and metal, from the enjin. sum ov theez particlz settl tꝏ the bottom ov the oil pan in the form ov sludʒ. the smauller, lieter particlz ar carrid aloŋ with the oil. if thæ ar alloud tꝏ stæ in the luebricætiŋ system tꝏ loŋ, theez particlz can cauz kwick enjin wær and bæriŋ fæluer.

the proper tiem tꝏ chænj the oil depends on three thiŋz-- the condishon ov the car,-- drieviŋ condishonz and drieviŋ habits,-- and wether condishonz.

under averæj drieviŋ condishonz, it iz recommended that the oil bee chænjd every 1,000 tꝏ 2,000 mielz.

a.s.a.-"e and d" (enjin luebricæʃhon)4i/t/a drieviŋ in cœld wether, under "stop and start" condiʃhonz, in the dusty sity, mæ mæk it nesessary tꝏ chænj the oil az often az every 500 mielz. on the uther hand, on loŋ trips, œver gꝏd, dust-free rœdz, the enjin operæts better, and the oil can bee chænjd every 2,000 tꝏ 4,000 mielz.

a.s.a.-"e and d"(enjin luebricæʃhon) i/t/a

kwestionz

1. heet that iz causd bie rubbiŋ iz
caulld____________.

2. if enjin parts wer not luebricæted,
thæ wωd:
a. never get dirty
b. never wær out
c. constantly hav tω bee replæst

3. oil uesd in the enjin aulsœ duz tω
uther thiŋz:
______________the enjin
______________the enjin

4. the three oil classificæʃhonz ar__________,
__________, and__________.

5. every car needz an oil chænj after tω
thousand mielz, nœ matter whot the
drieviŋ condiʃhonz wer.
trω or faulz?

manpouer development træniŋ prœgram

a.s.a.-"e and d" i/t/a#19

laŋgwæj lesson for: enjin luebricæshon

I. blackbord fræzez: the sound ov oi

oil craŋkcæs
skin ointment
emploiment offis
doctor'z appointment
emploiee benefits

truck convoi
destroi the enjin
alueminum foil
cleen the toilet
moistuer-prɷf

II. blackbord sentensez:

1. when houskeepiŋ chorz ar shærd, everywun tæks turnz cleeniŋ the toilet.
2. the men got increest emploiee benefits insted ov a ræz.
3. the attendant mæd a doctor'z appointment for the eeveniŋ, after wurk.
4. the doctor prescriebd a skin ointment for hiz rash.
5. the men in the car wosh department wær moistuer-prɷf clœthiŋ .

manpouer development træniŋ prœgram

a.s.a.-"e and d" i/t/a #19

hœmwurk for enjin lœbricæshon

fill-in

næm______________class_______dæt______teecher______

1. a grωωp ov trucks travelliŋ tωgether iz caulld a ___________ ___________.

2. the doctor cωd not see him becauz hee had forgotten tω mæk an ______________ .

3. if the dirty oil iz not chænjd, it will _________ _________ _________.

4. the attendant shωd protect hiz iez from leekiŋ oil when hee iz dræniŋ the _________ _________ .

5. ___________ ___________ clœthiŋ shωd bee worn in damp or wet plæsez.

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manpouer de elopment træniŋ prœgram
brωklyn adult træniŋ senter

a.s.a.-"e and d" teeȼher'z gied i/t/a

blackbord fræzez tω introdues:

trublſhωtiŋ

keep a ſhɑrp lωkout

ŧhe customer complænz

from ŧhe symptomz

mæk a dieagnœsis

locæt ŧhe cauz

speſhial testiŋ ekwipment

emerjensy treetment

refer a pæſhient

ŧhe cɑr speſhialist

ȼheck ŧhœz æreaz

judʒ ŧhe cauz ov ŧhe brækdoun

an accueræt or egzact pictuer

ŧhe vœlt and ampeer tester

ŧhe compleet repær

a.s.a.-"e an d" teeʧer'z gied i/t/a

blackbord sentensez: trublʃhωtiŋ

1) it can't hurt tω ask the customer hou the cɑr has been behæviŋ.

2) from the symptomz, hee nœz whot tests ɑr needed tω get tω the cauz ov the trubl.

3) yω will aulsœ lern tω uez meny peesez ov testiŋ ekwipment liek the hiedrometer, the battery ʧeck, the vœlt and ampeer tester.

4) thær ɑr tiemz when the cauz ov the trubl iz tω complicæted for the attendant tω handl.

5) an attendant referz the cɑr tω the cɑr speʃhialist, the mecanic, when hee fiendz trubl hee cannot handl.

manpouer [illegible]evelopment træni[illegible] prœgram
brωklyn adult træniŋ senter

a.s.a.-"e and d" i/t/a

trublʃhωtiŋ

a gωd attendant haz the opportuenity tω lωk for and fiend trubl spots in a car whiel it iz beeiŋ servist at the pump. but, in addiʃhon tω keepiŋ a ʃharp lωkout for trubl spots, it can't hurt tω ask the customer hou the car has been behæviŋ, and whether it has given him eny trubl lætly.

if the customer complænz that the car has been actiŋ funny, or that thær seemz tω bee sumthiŋ roŋ sumwhær, this iz an opportuenity for the attendant tω check tω fiend whot iz roŋ.

if a man gœz tω a doctor with complænts about pæn in hiz chest, the doctor beginz tω check thœz æreaz which hee thiŋks mæ bee the caus ov the chest pæn. hee has sum iedeeas about the caus ov the trubl befor hee begins tω mæk the tests. from the symptoms, hee nœs whot tests ar needed tω get tω the caus ov the trubl.

in the sæm wæ that a doctor mæks a dieagnœsis ov an illness, trublʃhωtiŋ is uesd tω fiend the caus ov a car's brækdoun.

trublʃhωtiŋ is ueʒueally dun befor the car is tæken apart. this is dun sœ that the customer will hav an estimæt, or an iedeea about the siez ov the repær bill. trublʃhωtiŋ helps tω locæt the caus, and sævs tiem on the repær.

thær ar tω tieps ov trublʃhωtiŋ. in wun tiep ov trublʃhωtiŋ, the attendant will judʒ the caus ov the brækdoun without uesiŋ testiŋ ekwipment.

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wuns hee has an iedeea about the caus ov the fæluer, hee can then ues the proper testiŋ ekwipment. the ues ov modern ekwipment givs the attendant an accueræt and egzact pictuer ov the trubl.

but thær ar tiems and situeæʃhons when it is impossibl too doo a compleet test, and a kwick test has too bee mæd. speʃhial medical ekwipment cannot bee taken too the seen ov an acsident, when a pæʃhient has too bee given emerjensy treetment. the sæm is troo ov a car. if a car is stuck on the ræd, a kwick test is the best servis that can bee given.

when the car is braut intoo the stæʃhon, it will bee possibl too mæk aull ov the nesessary tests, too check the caus ov the brækdoun. the compleet repær can then bee mæd.

ʈhær ar meny kwick tests for trubl whiʗh yω can lern tω dω. yω will aulsœ lern tω ues meny peeses ov testiŋ ekwipment, liek ʈhe hiedrometer, ʈhe battery ʗheck, ʈhe vœlt and ampeer tester, (tω ʗheck ʈhe output ov ʈhe jenerætor).

but ʈhær ar tiemz when ʈhe cauz ov ʈhe trubl iz tω complicæted for ʈhe attendant tω handl. in suʗh cæsez, ʈhe help ov ʈhe manajer or stæʃhon mecanic iz needed. a doctor will refer a pæʃhient tω a speʃhialist for speʃhial treetment after hee haz found ʈhat hee cannot treet ʈhe illness. an attendant referz ʈhe car tω ʈhe car speʃhialist, ʈhe mecanic, when hee fiendz trubl hee cannot handl.

kwestionz

1) trublʃhꝏtiŋ helps tꝏ locæt the ______ ov car trubl, and sævz tiem on the repær.

2) if a car iz stuck on the rœd, the attendant ʃhꝏd:
   - a) giv the car a compleet check
   - b) mæk a caull tꝏ a tœiŋ servis
   - c) mæk an appointment with the customer for a tuen-up
   - d) dꝏ a kwick test tꝏ fiend the trubl.

3) tꝏ check the outpout ov the jenerator, an attendant ʃhꝏd uez:
   - a) the hiedrometer
   - b) the vœlt and ampeer tester
   - c) the dipstick.

4) if the attendant cannot locæt the cauz ov the trubl, hee ʃhꝏd get the help ov the stæʃhon ________.

5) a kwick test tꝏ fiend the trubl iz the best servis that can bee given tꝏ a car in a rœd emerjensy.

trꝏ or faulz?

manpouer development trænŋ prœgram

a.s.a.-"e and d" i/t/a #20

langwæj lesson for: trubl∫hωtiŋ

1. blackbord fræzez:

compound wurdz

lωkout
outlωk
brækdoun
brækthrω
hartbræk
trubl∫hωtiŋ
trublmæker

rωm
bedrωm
bathrωm
rωmmæt
cortrωm

cum
incum
outcum
welcum

dor
outdor
indor
dorwæ
dorman
dorstop

wotch
ristwotch
wotchman
wotchmæker
stopwotch

hous
corthous
houswær
housheld
houskeeper

manpaue development træniŋ p gram

a.s.a.-"e and d" i/t/a # 20

hœmwurk assienment for: trublshωtiŋ

næm______________class______dæt______tæcher_________

combien wun part from colum "a" with a part from colum "b" tω form a compaund wurd --

list 8 wurdz yω hav mæd.

a	b
dor	wotch
cort	trubl
mæker	thrω
bræk	rωm
wotch	aut
mæt	haus
in	rist
stop	cum

manpouer development træniŋ prœgram
brωklyn adult træniŋ senter

a.s.a.-"e and d"(teecher'z gied) i/t/a 21

blackbord fræzez tω introdues:

gæjez and meeterz

a meʒuriŋ devies

the approksimæt amount

the inconveeniens

indicæt enjin temperatuer

pumpt thrω the enjin

clœs tω the boiliŋ point

cloggd or puŋctuerd hœzez

fæluer ov the thermostat

defectiv oil pump

incorrect gas mixtuer

normal oil preʃuer væriz

abnormal reediŋ

electric enerjy

the ammeeter ʃhoez discharj

a.s.a.-"e and d" (teecher's gied) i/t/a

blackbord sentensez: (gæjez and meeterz)

1) eny wurd that haz gæj or meeter in it haz tω dω with meʒueriŋ.

2) cωlld wauter from the rædiætor iz pumpt thrω the enjin constantly, tω help prevent œverheetiŋ.

3) the oil preʃhuer gæj ʃhœz whether or not thær iz enuf preʃhuer tω pump the luebricætiŋ oil tω parts whær it iz needed.

4) the indicætor on the ammeeter ʃhœz hou the supplie ov electric enerjy in the battery iz beeiŋ uezd.

5) the battery ʃhωd bee checkt reguelarly and supplied with wauter abuv the battery plæts.

manpɷer development træniŋ prœgram
brωklyn adult træniŋ senter

a.s.a.-"e and d" gæjez and meeterz i/t/a

aull carz uez gasoleen, wauter, oil and electrisity. thær ar several gæjez and meeterz on the instrωment panel ov a car which giv informæʃhon abɷt theez ietemz. uther gæjez ʃhœ the car speed and distans traveld.

a gæj, or meeter, iz a meʒueriŋ devies. yω can bee ʃhuer that eny wurd that haz gæj or meeter haz tω dω with meʒueriŋ.

the gasoleen gæj ʃhœz the approksimæt amɷnt ov gasoleen in the taŋk. the taŋk ʃhωd bee kept well filld tω avoid the inconveeniens ov runniŋ ɷt ov gas. aulsœ, the væpor in a taŋk that iz not well filld tendz tω condens, and this produesez wauter in the gasoleen.

the car aulsœ has a temperatuer gæj. a car enjin normally gets hot when it runz, and a gæj iz needed tω indicæt enjin temperatuer. cœlld wauter from the rædiætor iz pumpt thru the enjin constantly tω help prevent œverheetiŋ. mœst automobeel enjinz operæt normally with wauter temperatuer between 160 and 180 degreez farenhiet. if temperatuer riezez clœs tω the boiliŋ point-(212 degreez), the cauz ov trubl must bee found. it mæ bee eny ov the follœiŋ:

1) not enuf wauter in the rædiætor
2) cloggd, puŋctuerd, soft, or weekend hœzez
3) a worn or brœken wauter pump
4) a leekiŋ rædiætor
5) fæluer ov the thermostat tω operæt properly

6) a brœken or slippiŋ fan belt
7) rædiætor cloggd with mud or insects
8) not enuf oil in the craŋkcæs
9) cloggd oil lien or defectiv oil pump
10) improperly tiemd igniʃhon
11) incorrect "gas" mixtuer
12) tω much hevy pωlliŋ

the oil preʃhuer gæj ʃhœz whether or not thær iz enuf preʃhuer tω pump the luebricætiŋ oil tω parts whær it iz needed. normal oil preʃhuer væriz in different mæks and modelz ov carz. eny abnormal reediŋ on this gæj indicæts trubl. on sum carz, a red liet ʃhœz when preʃhuer iz doun.

the ammeeter meʒuerz the flœ ov electric current tω and from the storæj battery. the indicætor on the ammeeter ʃhœz hou the supplie ov electric enerjy in the battery iz beeiŋ uesd.

on sum carz, a red liet flaʃhez on when current iz uesd faster than the jenerætor produesez it.

if the ammeeter ʃhoez discharj when aull electrical switchez ar turnd off, or when the enjin iz running rapidly, the battery will run doun and hav too bee recharjd.

the battery itself ʃhood bee checkt regularly and supplied with cleen wauter, with distilld wauter, if possibl. the level ov the wauter ʃhood bee kept abuv the battery plæts. if the plæts drie, the lief ov the battery iz grætly ʃhortend. it iz a good practis too check the battery wauter every tiem the gas tank iz filld.

the speedometer ʃhood bee checkt freekwently when drieving.

a.s.a.-"e and d" (gæjeʒ meeterʒ)-5-i/t/a

wiʈh tωdæ'ʒ fast, eeʒy-drieviŋ cɑrʒ, œnly ʈhe speedometer can tell yω ʈhat yω ɑr drieviŋ faster ʈhan yω ţhiŋk. ʈhis iʒ espeʃhially trω on hiewæʒ and turnpieks.

ʈhe œdometer, whiʧ iʒ locæted next tω ʈhe speedometer, indicæts ʈhe number ov mielʒ ʈhe cɑr haʒ travelld.

a.s.a.-"e and d" (gæjez meeterz)-6-i/t/a

kwestionz

1) it iz a gωd iedeea tω keep the gas taŋk well filld becauz:
   1) it iz cheeper
   2) the cɑr will run better with a fωll taŋk
   3) it iz inconveenient and tiem-wæstiŋ tω run out ov gas.

2) the temperatuer gæj in a cɑr iz aulwæz the sæm az the outsied temperatuer.

   trω or fauls?

3) three possibl cauzez ov enjin œverheetiŋ ɑr:
   1)
   2)
   3)

4) the level ov wauter in the battery ʃωd bee ______________ the battery plæts.

5) the œdometer meʒuerz the drieviŋ speed.

   trω or fauls?

manpouer development trænin prœgram

a.s.a.-"e and d" 1/t/a #21

langwæj lesson for: gæjez and meeterz

I. blackbord fræzez: meeter - a meʒuer

hiedrometer	barometer
speedometer	fathometer
thermometer	œmmeter
ammeter	multimeter
œdometer	

defien the ues ov eech ov the abuv meeterz. whot dɷ thæ meʒuer?

hiedrometer -	meʒuerz wauter (hiedro)
speedometer -	meʒuerz speed
thermometer -	meʒuerz heet or temperatuer
ammeter -	meʒuerz electric current flœ tɷ and from storæj battery
œdometer -	meʒuerz mielæj travelld
barometer -	meʒuerz ær preshuer.
fathometer -	meʒuerz depth ov the œshean in fathomz - (6 mielz)
œmmeter -	meʒuerz œmz - or rezistans
multimeter -	meʒuerz current, a.c. and d.c. vœltæj, and rezistans. a combiend œmmeter and ammeter

manpouer development træniŋ prœgram

a.s.a.-"e and d" 1/t/a #22

hœmwurk assienment for:

the pouer træn

næm______________class_______dæt______teecher_______

fill-in

1. a wurd that descriebz a condishon that iz better than befor iz ______________.
2. hie geer iz best for ______________ speedz.
3. oil that haz not been refiend iz cauld __________ oil.
4. befor a wheel can bee ______________, the lugz must bee ______________.
5. yωr dijestion will im________, if yω __________ yωr fωd mor cærfωlly.

manpouer development træniŋ prœgram

a.s.a.-"e and d" i/t/a #22

laŋgwæj lesson for: the pouer træn

blackbord fræzes.	the sound ov _ω_
crωziŋ spœd	the cωliŋ system
brωzez and cuts	tωlrωm helper
mωv the lœver	crωd oil
remωv the sludʒ	glω pot
imprωvd performans	blω pænt
chωz the gœr	scrωz and bœlts
lωsen the lugz	chω yωr fωd

bræk flωid

a.s.a.-"e and d" (pouer træn) -4- i/t/a

sum ueropeean carz hav frunt-wheel driev œnly.

kwestionz

1) the clutch acts liek a draubridʒ connectiŋ the craŋkʃhaft and the ________.

2) the transmiʃhon ov a car iz aulwæz found up frunt. trɷ or fauls?

3) mœst often the transmiʃhon has tɷ bee repærd becauz:

   a) the car has been driven mor than 50,000 mielz

   b) the bæriŋz or geerz ar brœken or worn out

   c) the reer axl iz brœken

4) pouer for the reer wheelz iz provieded bie the ________ ________ geerz.

5) the ________ geerz allou wun wheel tɷ turn faster than the uther.

in mœst cars, the transmiʃhon is mounted in the frunt ov the car. the pouer travels from the transmiʃhon back thrω the driev ʃhaft, tω the reer axl. the reer axl mωvs up and doun when the car gœs œver bumps.

thær ar sum cars whær the transmiʃhon is plæst in the reer ov the car. in thees cars thær is nœ ræsd part on the flor, that gœs doun the senter ov the car. the balans ov the car is aulsœ imprωvd.

back ov the driev ʃhaft ar the reer axl geers. thæ carry the pouer tω the reer wheels. the differenʃhial geers ar locæted between the tω reer axls. when a car gœs around a corner, thees geers allou wun wheel tω turn faster than the uther.

thær ar cars and trucks which hav for-wheel driev, whær pouer is sent tω aull the wheels.

in standard ʃhift cars, the driever chωzes the riet geer bie mωviŋ a leever caulld a geer-ʃhift. hee steps on the clutch pedal and reeleeses the clutch at the sæm tiem that hee mωvz the geer ʃhift. hee uezes lœ geer tω start the car; second geer tω gæn speed; hie geer for crωziŋ, and revers geer for backiŋ up. cars with automatic transmiʃhon sæv the driever the job ov chænjiŋ geer in forward speedz.

transmiʃhon repær iz a hiely speʃhialiezd tiep ov wurk. very often the transmiʃhon haz tω bee tæken apart becauz ov worn or brœken bæriŋz or geerz. in ʃhops whær transmiʃhon wurk iz dun, œnly a soft fæs hammer, or a soft steel drift iz uezd on the cæs-hardend parts.

manpouer development træniŋ prœgram
brɷklyn adult træniŋ senter

a.s.a.-"e and d" i/t/a

the pouer træn

the pouer træn iz a seeriz ov parts which carry the pouer from the craŋkʃhaft ov the enjin tɷ the reer wheelz.

the parts that mæk up the pouer træn, ar, in order: the clutch, the tranzmiʃhon, the driev ʃhaft, the differenʃhial geerz, and the reer axl.

the clutch iz the part that connects the enjin tɷ the pouer træn. the clutch acts liek a draubridʒ. when yɷ uez the clutch pedal tɷ ʃhift geerz, yɷ ar connectiŋ or disconnectiŋ the craŋkʃhaft and the tranzmiʃhon.

the pouer travelz from the clutch tɷ the tranzmiʃhon. the tranzmiʃhon iz a box that contænz geerz ov different siezez.

a.s.a.-"e and d" teecher'z gied-2- i/t/a

the pouer træn

blackbord sentenses:

1) when yɷ ues the clutch pedal tɷ ʃhift geerz, yɷ ɑr connectiŋ or disconnectiŋ the craŋkʃhaft and the tranzmiʃhon.

2) in standard ʃhift cɑrz, the driever chɷzez the riet geer bie mɷviŋ a leever.

3) the pouer travelz from the tranzmiʃhon back thrɷ the driev ʃhaft, tɷ the reer axl.

4) the differenʃhial geerz ɑr locæted between the tɷ reer axlz.

5) thær ɑr sum cɑrz whær the tranzmiʃhon iz plæst in the reer.

manpouer development træniŋ prœgram
brꝏklyn adult træniŋ senter

a.s.a.-"e and d" teecher's gied i/t/a

blackbord fræzez tꝏ introdues:

the pouer træn

acts liek a draubridʒ

disconnect the craŋkʃhaft

geerz ov different siezez

releesez the clutch

from the clutch tꝏ the tranzmiʃhon.

chꝏz the riet geer

hie-geer for crꝏziŋ

revers-geer for backiŋ up

a soft steel drift

cæs hardend parts

mounted in the frunt

the balans ov the car

the differenʃhial geerz

manpouer development træniŋ prœgram
brꝏklyn adult træniŋ senter

a.s.a.-"e and d" teecher'z gied i/t/a

introductory blackbord fræzez for:

hœldiŋ thiŋz tꝏgether - faseniŋ deviesez

a particuelar fasener iz chœzen

bee familiar with the faseners

in repæriŋ or replæsiŋ parts

mæk desiʒonz about tꝏlz

the mœst common tieps ov faseners

bœlts and scrꝏz ar similar

bœth endz ar threded

the expœzd end

accordiŋ tꝏ thær leŋth

meʒuer the pitch ov thredz

fillips-hed scrꝏ

cauz damæj tꝏ the finiʃh

the rivet iz flattend

a.s.a.-"e and d" teecher'z gied -2- i/t/a

blackbord sentensez: (faseniŋ deviesez)

1) mœst stæʃhonz stor fasenerz in cabinets with meny smaull drauerz which ar læbelld with the næm ov the fasener found insied.

2) thær ar meny varieetiz ov bœlts, scrωz, pinz and rivets.

3) bœlts and scrωz ar ueʒueally markt accordiŋ tω thær leŋth, ʃhæp ov hed, dieameter, and the number ov thredz per inch.

4) the pitch iz the distans from wun thred tω anuther.

5) in addiʃhon tω the familiar stræt slot scrω, the fillips-hed scrω, and the allen-tiep scrω ar often uezd in automœtiv wurk.

manpouer development træniŋ prœgram
brωklyn adult træniŋ senter

a.s.a.-"e and d" i/t/a

hœldiŋ thiŋz tωgether - faseniŋ devieses

thær ar meny different devieses uezd for faseniŋ different parts tωgether in the modern automobeel. whie a particuelar fasener iz chœzen for a sertæn job can depend on meny thiŋz:-- the mateerialz it iz hœldiŋ tωgether; its posiʃhon in the car; whether it will ever hav tω bee tæken out or chænjd; whether or not it will ʃhœ; and the kiendz ov tωlz uezd in instaulliŋ the fasener.

it iz important for enywun wurkiŋ in a servis stæʃhon tω bee familiar with the fasenerz and thær uesez. mœst stæʃhonz stor fasenerz in cabinets with meny smaull drauerz which ar læbelld with the næm ov the fasener found insied.

a.s.a.-"e and d"(faseniŋ devieses)-2- i/t/a

in repæriŋ or replæsiŋ parts in a car, it is often nesessary tω bræk the bœlt or rivet that is hœldiŋ a part in plæs. this is particuelarly trω in œlder cars whær the parts hav had a græt deel ov wær. it is aulwæs a gωd iedeea for an attendant tω tæk a gωd lωk at the part hee is servisiŋ befor beginniŋ eny wurk. this will enæbl him tω see whot the trubl is, and let him get a gωd lωk at hou the part is plæst, and see whot kiends ov faseners ar uesd; mæk desiʒons about whot tωls and parts hee will need tω dω the job; and desied whot his plan ov wurk will bee.

the mœst common tieps ov fasteners ar bœlts, scrωs, pins and rivets. thær ar meny varieetis in eech grωp.

a.s.a.-"e and d"(faseniŋ devieses)-3-i/t/a

bœlts and scrωz ɑr similar in that thæ bœth hav hedz and threded pɑrts. a bœlt ueʒueally extendz beyond the mateerialz it iz hœldiŋ tωgether and needz a nut on the expœzd end ov the bœlt tω finiʃh the job.

a stud iz a speʃhial tiep ov bœlt which haz nœ hed. it iz often found in enjin sylinderz. bœth endz ov the stud ɑr threded. wun end iz scrωd intω the sylinder, anuther pɑrt iz plæst on the stud, and then a nut iz plæst on the expœzd end ov the stud and tietend. in this wæ aull the pɑrts ɑr held tωgether.

bœlts and scrωz ɑr ueʒueally mɑrkt accordiŋ tω thær leŋth, ʃhæp ov hed, dieameter, and the number ov thredz per inch.

a speʃhial tiep ov gæj iz uezd tɷ meʒuer the pitch ov thredz. the pitch iz the distans from wun thred tɷ anuther.

mœst bœlts hav hexagonal or six-sieded hedz. thæ ar ueʒueally caulld "hex-hed" bœlts. maʃheen scrɷz hav hedz that cum in meny ʃhæps and ar installd with a scrɷdriever. in addiʃhon tɷ the familiar stræt slot scrɷ, the fillips-hed scrɷ, and the allen tiep scrɷ (set scrɷ), ar often uezd in automotive wurk. theez rekwier speʃhial scrɷdrievers and ar uezd becauz thær installæʃhon is less liekly tɷ cauz damæj tɷ the finiʃh ov the car.

wun speʃhial tiep ov scrɷ is nœn as a ʃheet metal scrɷ or a self-tappiŋ scrɷ. it haz a tæperd pœint and will cut its œn thredz as it iz scrɷd intɷ the ʃheet metal.

thees scrꝏz ar uesd tꝏ hœld ʃheet metal parts tꝏgether. a hœl iz first puncht or drilld intꝏ the ʃheet metal, and then the scrꝏ iz turnd intꝏ the hœl.

a rivet iz a metal pin with a hed on wun end. it aulsœ hœldz tꝏ parts tꝏgether. after the rivet iz passt thrꝏ the hœlz in the parts tꝏ bee joind, the smaull end ov the rivet iz flattend intꝏ a hed bie meenz ov a rivet-set, or the peen end ov a baull-peen hammer.

in addiʃhon tꝏ hœldiŋ peesez ov metal tꝏgether, rivets ar aulsœ uesd for faseniŋ bræk lieniŋz tꝏ bræk ʃhꝏz.

a.s.a.-"e and d"(faseniŋ deviesez)-6-i/t/a

kwestionz

1) in mœst stæʃhonz, fasenerz ar stord in ________ ________ in cabinets.

2) sumtiemz it iz nesessary tω bræk the bœlt or rivet, particuelarly in:
   - a) cheeper model carz
   - b) sports carz
   - c) œlder carz

3) a stud haz a larj hed.
   trω or fauls?

4) bœlts and scrωz ar ueʒueally markt accordiŋ tω:
   - a)
   - b)
   - c)

5) a self-tappiŋ scrω iz nœn as a ________ ________ scrω.

manpouer development træniŋ prœgram

a.s.a. - "e and d" i/t/a # 23

laŋgwæj lesson: hœldiŋ thiŋʒ twgether-faseniŋ devieseʒ

I. blackbord fræʒeʒ:	the sound ov -ω-
pωʃh and pωll	fωt bræks
lift the hωd	pωlly system
crωked lien	ʃhωgar-cœted
worn bωʃhiŋʒ	hωk and ladder
sœt cωʃhon	wωd finiʃh

II. blackbord sentenseʒ:

1. the mecanic replæst the worn bωʃhiŋʒ in the mœtor.
2. dueal-contrœlld autœʒ hav dubl fωt bræks.
3. sumtiemʒ a sœt cωʃhon helps giv a driever a better vue ov the rœd.
4. lœkiŋ gas stænd the wωd finiʃh ov the stæʃhon wagon.
5. a pωlly system woʒ uesd tω lift small tωlʒ tω the second flor tωlrωm.

manpouer development træniŋ prœgram
brooklyn adult træniŋ senter

a.s.a.-"e and d" teecher'z gied i/t/a

introductory blackbord fræzez for:

steppiŋ on the bræks

good brækiŋ acʃhon

hiedraulic preʃhuer

forsez the bræk flooid

pistonz in the wheel sylinderz

amount ov preʃhuer applied

œver a peeriod ov tiem

set the bræks foolly

improper luebricæʃhon

mækiŋ bræk adjustments

dueriŋ this inspecʃhon

the bræk flooid level

the manuefactuerer'z spesified level

manueal bleediŋ method

preʃhuer taŋk method

cleend satisfactorily

a.s.a.-"e and d" teecher's gied i/t/a-2-

blackbord sentensez: (steppiŋ on bræks)

1) steppiŋ on the bræk pedal forsez flωid out ov the master sylinder, thrω the tuebiŋ, or bræk lienz, and intω the wheel sylinderz.

2) eech tiem the bræks ar applied, a smaull amount ov bræk lieniŋ iz worn awæ.

3) the first step in checkiŋ, or mækiŋ bræk adjustments, iz tω remωv wun ov the frunt wheelz and inspect the bræk lieniŋ.

4) from tiem tω tiem yω get a "spunjy" feel when the bræk pedal iz pωsht doun.

5) "bleediŋ" iz a prosess uezd tω remωv ær from the hiedraulic system.

manpωer development træniŋ prœgram
brωklyn adult træniŋ senter

a.s.a.-"e and d" i/t/a

steppiŋ on the bræks

with gωd bræks and a drie rœd it tæks aulmœst the leŋth ov a fωtbaull feeld tω stop a car mωviŋ 70 mielz per hour. eeven at slœer speedz, the need for gωd brækiŋ acʃhon ʃhωd bee a mæjor consern ov bœth the driever and the man hω servisez the car.

erly automobeelz had bræks œnly on the reer wheelz. carz tωdæ hav bræks on aull for wheelz.

mœst bræks tωdæ operæt bie hiedraulic preʃhuer. the hiedraulic brækiŋ system consists ov a master sylinder and bræk pedal, wun or tω wheel sylinderz at eech wheel, tuebiŋ which connects the master sylinder tω the wheel sylinderz,

a.s.a.-"e and d"(steppiŋ bræks)-2-i/t/a

the bræk ʃhωz, the bræk drumz, and the hiedraulic bræk flωid.

steppiŋ on the bræk pedal forsez bræk flωid out ov the master sylinder, thrω the tuebiŋ or bræk lienz, and intω the wheel sylinderz. (hiedraulic bræks can bee compærd tω a rubber gluv that iz filld with wauter. when it iz skweezd, an eekwal preʃhuer iz sent tω aull the fiŋgerz. when the bræk pedal iz pωʃht doun, eekwal preʃhuer iz sent tω aull parts ov the bræk system.

pistonz in the wheel sylinderz fors the bræk ʃhωz outward agænst the bræk drumz. the fricʃhon between the bræk ʃhω lieniŋ and the bræk drumz cauzez the car tω slœ doun or stop, dependiŋ on the amount ov preʃhuer applied.

pouer bræks uez pouer from the enjin tω fors the flωid tω the sylinderz when the driever pressez the bræk pedal. pouer bræks mæk stoppiŋ the cɑr much eezier and rekwier less fωt preʃhuer.

mækiŋ bræk adjustment

eech tiem the bræks ɑr applied, a smaull amount ov the bræk lieniŋ iz worn awæ. œver a peeriod ov tiem this normal wær creeæts a lɑrj spæs between the bræk lieniŋ and the bræk drum. this lɑrj spæs meenz that the bræk pedal must bee pωʃht doun further tω get the riet preʃhuer. jenerally, if the driever haz tω pωʃh the bræk pedal mor than haf-wæ tω the flor ov the cɑr, hee can tell that this spæs is tω lɑrj. the bræk pedal ʃhωd never bee "pumpt" tω set the bræks fωlly.

a.s.a.-"e and d"(steppiŋ bræks)-4-i/t/a

steppiŋ on the bræks

the first step in checkiŋ or mækiŋ bræk adjustments, iz too remoov wun ov the front wheelz and inspect the bræk lieniŋ. if the lieniŋ iz worn, the bræk ʃhooz ʃhood bee replæst. cær must bee tæken dueriŋ this inspecʃhon too avoid gettiŋ dirt, grees or oil on the lieniŋz. the amount ov lieniŋ wær found on this wun wheel iz a good indicæʃhon ov the amount ov wær on the uther three wheelz. if the lieniŋ thickness on the first wheel iz aull riet, the uther wheelz will not hav too bee remoovd for inspecʃhon.

sumtiemz the bræk ʃhooz need too bee adjusted. a stɑr wheel adjustiŋ scroo iz uesd too moov the ʃhoo clœser too the bræk drum. eech wheel mæ bee jackt up separætly or aull for mæ bee ræsd off the flor too mæk this adjustment.

a.s.a.-"e and d"(steppiŋ bræks)-5-i/t/a

the next step is tω check the bræk flωid level in the master sylinder and add flωid, if nesessary, tω the manuefacturer's spesified level.

from tiem tω tiem, yω get a "spunjy" feel when the bræk pedal is pωʃht dɑun. this is due tω ær in the bræk system. ær can enter the system when the flωid level in the master sylinder becums lœ, or whenever eny pɑrt ov the system is tæken apɑrt, or thrω leeks in the system.

"bleediŋ" is a prosess uesd tω remωv ær from the hiedraulic system. this can bee dun bie eether the manueal bleediŋ method, or the preʃhuer taŋk method. when uesiŋ eether method, cær must bee tæken tω avɔid gettiŋ dirt and grees intω the system.

uther trublz, such as uneeven or grabbiŋ bræks, mæ bee causd bie grees and oil on the lieniŋz due tω improper luebricæʃhon, worn grees seelz, or cærless handliŋ ov bræk lieniŋz. a leekiŋ wheel sylinder will aulsœ cauz grabbiŋ bræks when the bræk flωid gets on the lieniŋz. lieniŋz sœkt with grees, oil, or bræk flωid, must bee replæst, sins thæ cannot bee cleend satisfactorily.

the brækiŋ system ʃhωd bee checkt peeriodically for wær, leeks, and sæf brækiŋ acʃhon. repæriŋ bræk trublz kwickly will giv everywun the inʃhuerans ov sæf drieviŋ.

a.s.a.-"e and d"(steppiŋ bræks)-7-i/t/

kwestionz

1) mœst bræks tωdæ operæt bie______ ___

2) the bræk flωid iz in the______ ______

3) the cɑr iz stoppt becauz ov:

   a) the fricʃhon between the bræk peda
   and the master sylinder

   b) the fricʃhon between the pouer bræk
   and the wheelz

   c) the fricʃhon between the bræk ʃhω
   lieniŋ and the bræk drumz.

4) hiedraulic bræks mæ bee compærd tω:

   a) a rubber ʃhω

   b) a preʃhuer meeter

   c) a rubber gluv

5) pistonz in the wheel sylinderz fors th
bræk ʃhωz outward agænst the bræk dru
trω or faulz?

manpɷer evelopment træniŋ pro ram

a.s.a. - "e and d"   i/t/a # 24

laŋgwæj lesson: steppiŋ on the bræks

I. blackbord fræƨeƨ: prefix - man -(hand)

manueal læbor   without maʃheenƨ

manueal operæʃhon

cærfωl manipuelæʃhon

manuescript

prefix - auto - (self)

automatic - automæʃhon

automobeel

auto - sugjestion

autograf

autobieografy

autonomy

autopsy

autotiep - a prosess ov permanent fœtografic printiŋ which reprodueses wurks ov art in monocrœm.

manpauer development træniŋ prœgram

a.s.a. - "e and d" i/t/a #24

hœmwurk assienment: steppiŋ on the bræks

næm______________class______dæt______teecher________

1. a job that iz dun without the help ov masheenz iz cauld a __________ operæshon.
2. the opposit ov manueal contrœl iz ___________ contrœl.
3. anuther næm for signatuer iz _____________.
4. a næshon that iz independent or self-guverniŋ iz an ____________.
5. the act ov mœldiŋ or shæpiŋ an object bie hand iz cauld _____________.
6. eXperts feer that meny wurkerz will looz jobz becauz ov _____________.

manpouer development træniŋ prœgram

a.s.a.-"e and d" i/t/a 25

teecher's gied

blackbord fræsez tω introdues:

stoppiŋ distansez

modern passenjer carz

a kwolified driever

a tremendus effect

the rœd adheeʒon

the operætiŋ effiʃhiensy

maximum stoppiŋ acʃhon

direcʃhonal contrœl

a considerabl amount ov tiem

the reacʃhon tiem

applie the bræks

exsept for emerjensiz

værius rœd condiʃhonz

stoppiŋ distansez

blackbord sentensez:

1. exsept for græt emerjensiz, the gωd driever bræks without sliediŋ hiz wheelz.
2. wun ov the mœst important points tω remember iz the tremendus væriæʃhon in stoppiŋ distansez.
3. pωr bræk adjustment lœerz the operætiŋ effiʃhiensy ov the bræks.
4. the stoppiŋ distans speed mæ bee thirteen tiemz az loŋ on an iesy rœd az under gωd rœd condiʃhonz.
5. az cɑr speed increesez, the rœd adheeʒon iz less.

manpouer development træniŋ prœgram

a.s.a.-"e and d"   i/t/a   (25)

stoppiŋ distansez

a chart has been prepærd which ʃhœz stoppiŋ distancez for modern passenjer carz under different kiendz ov rœd condiʃhonz. the chart ʃhœz minimum stoppiŋ distansez for skilld operætorz under iedeeal test condiʃhonz, averæj stoppiŋ distansez which mæ bee obtænd bie averæj drieverz ov carz in gωd condiʃhonz on normal, drie, pævd rœdz, and stoppiŋ distansez under winter condiʃhonz on packt snœ or drie iez.

with gωd bræks and a kwolified driever, the distans rekwierd tω stop a mœtor veehicl dependz on three factorz:- 1. speed, 2. the nætuer ov the rœd surfæs and 3. the condiʃhon ov the tierz.

stoppiŋ distansez

the effect ov rœd condiʃhonz on stoppiŋ iz very græt. the stoppiŋ distans speed mæ bee thirteen tiemz az loŋ on an iesy rœd as under gωd condiʃhonz. car speed aulsœ haz a tremendus effect on stoppiŋ distans. the brækiŋ distans from 40 mielz per our iz aulmœst fiev tiemz græter than that from 20 mielz per our. morœver, az car speed increesez, the rœd adheeʒon is less, and the stoppiŋ distans loŋger.

tier condiʃhon iz ov græt importans. on wet rœdz, badly worn or "bauld" tierz ar not az sæf az tierz with gωd tredz.

worn bræk lieniŋz or pωr bræk adjustment lœerz the operætiŋ effiʃhiensy ov the bræks, mækiŋ it impossibl tω get maximum stoppiŋ acʃhon between the tierz and the rœd.

stoppiŋ distansez

in practis, ʃhortest stoppiŋ distansez ɑr obtænd when the tierz ɑr sliediŋ, but direcʃhonal contrœl iz lost compleetly. exsept for græt emerjensiz, the good driever bræks without sliediŋ hiz wheelz, briŋiŋ the cɑr too a stop under direcʃhonal contrœl.

anuther important point too remember iz that the tœtal stoppiŋ distans iz not œnly that distans œver which the bræks ɑr applied, but the extra distans traveld, inclooding the reacʃhon tiem ov the driever. a considerabl amount ov tiem iz rekwierd too moov the foot too the bræk pedal and applie the bræks. for the averæj driever this tiem iz about three kwaurterz ov a second-- tiem enuf for the cɑr too travel a considerabl distans.

stoppiŋ distansez

wun ov the mœst important points tω remember iz the tremendusværiæʃhon in stoppiŋ distansez with speed and under værius rœd condiʃhonz,

when drieviŋ a car in traffic, or at hie speed on the œpen rœd, dω not tæk for granted that a stop can bee mæd on a diem. thær mæ bee meny factorz wurkiŋ agænst yω.

8 factorz which affect stoppiŋ

1. speed
2. driever skill and alertness
3. condiʃhon ov bræks
4. surfæs ov bræks
5. leevz, mud or dirt on the rœd surfæs
6. tier condiʃhon-- tred wær
7. reacʃhon tiem
8. chænz on ies or snœ

stoppiŋ distansez

kwestionz

1. the condiʃhon ov the rœd iz ov littl importans in stoppiŋ a car.

   trω or fauls?

2. a gωd driever bræks wihout sliediŋ hiz wheelz, and stops the car under ________ ________.

3. for the averæj driever, it tæks________ ________ tω mωv the fωt tω the bræk pedal.

   a) abeut fiev minits
   b) abeut three kwaurterz ov a second.
   c) abeut wun second.

4. stoppiŋ distansez never væry.

   trω or fauls?

5. the tiem it tæks for the driever tω applie the bræks iz caulld the ________ tiem.

manpȣer development træniŋ prœgram

a.s.a.-"e and d"   i/t/a (25)

laŋgwæj lesson for stoppiŋ distansez

1. blackbord fræzez: the sȣnd ov ʒ

autœ colliʒon

rœd adheeʒon

presiʒon instrꝏments

fueʒon ov parts

loss ov viʒon

expœʒuer tꝏ wether

pleʒuer trip

sæfty meʒuerz

fienal desiʒon

metal corrœʒon

drau a concluʒon

job reviʒon

cœlor televiʒon

leeʒuer tiem

meʒuer the oil

unueʒueal condiʃhonz

a.s.a.-"e and d"   i/t/a (25)

laŋgwæj lesson for stoppiŋ distansez

11. blackbord sentensez:

1. the tœ truck braut in the tɷ cɑrz which had been in an autœ colliʒon.
2. gɷd tierz will provied gɷd rœd adheeʒon and help prevent skiddiŋ.
3. weldiŋ and soderiŋ ɑr methodz ov produesiŋ fueʒon ov pɑrts that ɑr mæd ov metal.
4. a lɑrj selecshon ov rœd maps iz kept on the rack for summer pleʒuer trips.
5. proper greesiŋ and oiliŋ will help prevent corrœʒon ov metal pɑrts.

manpouer development trænŋ prœgram

i/t/a a.s.a.-"e and d" (25)

hœmwurk assienment: stoppiŋ distansez

næm__________grωp______dæt______teecher_______

fill-in

1. a cleen dip stick iz uesd tω ______

   ______ ______ in the craŋkcæs.

2. modern testiŋ ekwipment and ________

   ________ mæk it eezier for the mecanic tω fiend mecanical trublz.

3. autœ travel haz increest sinz peepl wurk fuer ourz and hav mor ________

   ________ .

4. sæfty meʒuerz must bee tæken tω protect the iez and tω prevent ______ ________

   ________ whiel on the job.

5. an autœ servis attendant must dress properly sœ that hee can tæk ________

   ________ ________.

manpouer development træniŋ prœgram

a.s.a.-"e and d" teecher'z gied i/t/a #26

introductory blackbord fræzez for: ær pollωʃhon

smœk and fog

a seerius problem

a seveer cæs

wether-trap

breeth dirty ær

tω poundz ov poizon

carz and uther veehiclz

protect our helth

the smog capital

aŋgry sitizenz

the federal guvernment

ær kwolity act

lœcal authoritiz

contrœl the fuemz

stroŋ meʒuerz

stop burniŋ traʃh

blackbord sentensez:

1. wether-traps prevent the poizonz in the ær from blœiŋ awæ.
2. los anjelez iz a gωd egzampl ov a sity that fiets ær pollωʃhon.
3. the prezident haz askt coŋgress tω pass a stroŋ anti-pollωʃhon lau.
4. insted ov burniŋ traʃh, wee ʃhωd uez traʃh for land fill.
5. wee need tω tæk stroŋ meʒuerz tω contrœl ær pollωʃhon.

manpouer development træniŋ prœgram

a.s.a.-"e and d" i/t/a #26

ær pollωshon

smog iz a wurd mæd up bie the peepl in lundon, iŋgland. the wurd iz a combinæshon ov the tω wurdz, smœk and fog. smœk and fog tωgether giv us smog, or dirty ær, in the uenieted stæts dirty ær iz ueʒueally cauld ær pollωshon.

nœ matter whot yω caull it, dirty ær iz dænjerus. this iz aulredy a very seerius problem in meny tounz and sitiz.

twenty yeerz agœ, a toun in pennsylvænia had such a seveer cæs ov smog, that meny peepl in the toun becæm sick. twenty peepl died.

whot mæks pollωted or dirty ær? furnæsez, factoriz, trash-burniŋ, automobeelz, trucks, and busez ar smœk mækerz. thæ send dirt up intω the ær. on mœst dæz the windz carry enuf dirt awæ sœ that peepl dω not becum sick. houever, on sum dæz, thær ar "wether-traps." then the dirty ær iz not blœn awæ. it stæz whær peepl hav tω breeth it.

a sity liek nue york pωts tω poundz ov poizon intω the ær for eech person eech dæ. nue york had a scær around thaŋksgiviŋ tiem in 1966. a wether trap kept aull that poizon from blœiŋ awæ. nœ wun nœz when such a tiem mæ cum agæn.

los anjeles haz been caulld ʈhe "smog capital" ov ʈhe wurld. ʈhe ær becæm sœ bad ʈhær ʈhat aŋgry sitizenz sed ʈhat sumŧhiŋ had tω bee dun. ʈhæ hav been fietiŋ smog for a loŋ tiem and hav dun a lot tω stop ær pollωʃhon. los anjelez iz nou a gωd egzampl for uʈher sitiz wiʈh dirty ær.

aull ov us need tω breeʈh puer ær and driŋk puer wauter. ʈhe federal guvernment haz left ʈhe cleeniŋ up ov dirty wauter tω ʈhe stæts. ʈhe stæts aulsœ tæk cær ov ʈhe wauter. but ær iz harder tω contrœl.

coŋgress passt ʈhe cleen ær act ov 1963. ʈhis helpt ʈhe fiet, but it woz not enuf. nou ʈhe prezident haz askt for a nue lau. hee askt coŋgress tω pass ʈhe ær kwolity act ov 1967. if coŋgress passez ʈhis act, wee can hœp for ʈhe follœiŋ rezults:

1. industriz will hav tω contrœl ʈhe amount ov poizon ʈhæ allou tω gœ intω ʈhe ær.
2. lœcal auŧhoritiz will contrœl ʈhe pollωʃhon ov ær.
3. carz and uʈher veehiclz will hav tω contrœl ʈhe fuemz ʈhæ mæk.
4. enforsment ov ʈhe nue lau will bee speeded up.
5. mor studiz will bee mæd tω fiend out hou tω redues pollωʃhon from fuelz.

6. mor effort will bee mæd tω understand and contrœl ɑll kiends ov pollωʃhon.

skeentists tell us wee can hav cleen ær. thæ nœ hou-tω get it. wee must wont them very stroŋly - stroŋly enuf tω see that our politiʃhianƨ dω whot iƨ nesessary.

wee will hav tω stop burniŋ traʃh. wee can ueƨ it for land fill. wee mæ hav tω stop ueƨiŋ gasoleen or deeƨel oil tω run carƨ. wee miet ueƨ electric carƨ, at leest in sitiƨ. wee need tω tæk stroŋ meʒuerƨ. sum will bee eXpensiv. but whotever it costs tω protect our helth must bee spent. lief itself iƨ at stæk.

kwestionƨ

1. three sorseƨ ov dirty ær ar:
   a.
   b.
   c.
2. nue york sity had a seerius smog scær:
   a. duериŋ the summer drie spell
   b. thaŋksgiviŋ tiem, 1966
   c. cristmas tiem, last yeer.
3. the smog capital uest tω bee in _______ _______.
4. wun anser tω ær pollωʃhon iƨ tω ueƨ ______ ______.
5. insted ov burniŋ traʃh, wee can ueƨ it for _________ __________.

manpouer development træniŋ prœgram

a.s.a.-"e and d" i/t/a #26

I. laŋgwæj lesson for: ær pollωʃhon

ʈh	ƫh
breeʈh puer ær	lœcal aƫhoritiʒ
weʈher traps	plymuƫh sedan
breeʈher cap	ƫhaŋksgiviŋ tiem
uʈher veehiclʒ	helƫh hazard
bæʈh in oil	oil baƫh
læʈh operætor	wier laƫh

II. blackbord sentenseʒ:

1. ær pollωʃhon iʒ considerd a mæjor helƫh hazard.
2. after a fue munƫhs ov træniŋ, mister smiƫh becæm a first class læʈh operætor.
3. ʈhe plasterer pωt ʈhe first cœt ov freʃh plaster on ʈhe wier laƫh.
4. weʈher traps prevent ʈhe dirt in ʈhe ær from beeiŋ blœn awæ.
5. lœcal aƫhoritiʒ need help in solviŋ ʈhe problem ov ær pollωʃhon.

manpωer development træniŋ prœgram

hœmwurk assienment for: ær pollωʃhon i/t/a #26

næm______________class______dæt_______teecher_________

fill-in

1. mister withers woz redy tω træd in hiz bueick stæʃhon wagon for a nue _____________.

2. it iz nesessary for peepl tω __________ __________ _____________ tω prevent luŋ dizeez.

3. the federal guvernment haz had tω help ___________ ___________ tω contrœl ær pollωʃhon.

4. befor plaster can bee applied, a ___________ ___________ must bee set up.

5. the attendant forgot tω replæs the ___________ ___________ on the car.

m. d. t. p.

teecher'z gied

1/t/a #27

blackbord fræsez tɷ introdues:

the return ov the electric car

history repeets itself

hie sosieety

battery-pouerd carz

land speed record

hand-finisht

gasoleen-driven car

hundredz ov poundz

electric self-starter

nuematic tier

græter cumfort

recharj the batteriz

refill the gas taŋk

car desienerz

charj it up!

blackbord sentensez:

1. bie 1925 ,electric carz wer on the wæ out, and gas-pouerd carz wer on the wæ in.
2. with nuematic tierz a car can travel græter distansez in græter cumfort.
3. ær pollɷshon iz wun ov the mæn reezonz electric carz mæ bee cumiŋ back.
4. the electric car iz sielent and duz not pollɷt the ær.
5. the problem with the electric car haz aulwæz been the siez ov the battery.

manpouer development træniŋ prœgram

a.s.a.-"e and d"

i/t/a #27

the return ov the electric car

thæ sæ that history repeets itself, and history iz about tω repeet the introducshon ov the electric car.

at wun tiem the electric car woz very popuelar. iŋgland began uesiŋ electric taxi cabz and busez in the 1880'z. the electric car woz the "in" thiŋ for hie sosieety in lundon, paris, and nue york. battery-pouerd carz wer everywhær.

the wurld'z first land speed record woz mæd bie a battery pouerd car. it traveld at an amæziŋ speed ov 39 mielz an our.

at wun tiem, œver 80 cumpaniz wer mækiŋ carz in the uenieted stæts. the carz wer bilt bie hand and finisht with az meny az 23 cœts ov varnish. thær woz eeven a væs for flouerz on the dashbord.

but the electric car disappeerd. the gas pouerd carz wee nœ tωdæ replæst it. whie?

thær ar meny reezonz. wun ov them woz cost. a gωd electric car cost about $3,250. yω cωd bie a gωd gasoleen driven car ov the sæm kwolity for about $1,700 or $1,800.

the batteriz wer anuther problem. the batteriz went ded after 50 mielz or less. yω cωd not travel far unless yω nue whær tω get them recharjd aloŋ the wæ.

bie 1925, electric carz wer on the wæ out, and gas pouerd carz wer on the wæ in. the development ov the electric self-starter and the nuematic tier aulsœ helpt tω kill the electric car. theez tierz ment yω cωd travel farther in græter cumfort and œnly the gas pouerd carz cωd travel theez distansez. it tωk œnly minits tω refill the gas taŋk. it tωk ourz tω recharj the batteriz ov an electric car.

but nou the electric car iz cumiŋ back. ford mœtor cumpany expects tω produes electric carz bie 1977. uther cumpaniz ar wurkiŋ on the sæm iedeea. whie?

ær pollωʃhon iz wun ov the mæn reezonz. gasoleen mœtorz cauz 50 tω 60 persent ov aull ær pollωʃhon. wun expert sez, lief for man will end within 100 yeerz unless sumthiŋ iz dun about ær pollωʃhon nou.

wee must hav transportæʃhon. but tω stop ær pollωʃhon wee must cut doun on gas enjinz. hou can wee hav transportæʃhon and nœ pollωʃhon? the anser mæ bee the electric car.

the electric car iz eezier tω bild and run than the carz wee hav tωdæ. it iz sielent and duz not pollωt the ær. it needz very littl repær wurk. the mœtor will wurk for yeerz without attenʃhon.

car desienerz nœ electric carz wurk. the problem haz aulwæz been the siez ov the battery. it iz big m.d.t.p.

a.s.a.-"e and d"

i/t/a #27

(hundredz ov poundz) and runz doun eezily.

this problem iz aulmœst solvd. the ford mœtor cumpany haz deziend a nue tiep ov battery. it iz hie in enerjy and liet in wæt. the battery can pouer a car for 125 mielz. uther cumpaniz ar wurkiŋ on uther formz ov battery pouer.

in 10 yeerz yω wœn't sæ, "fill-it up pleez," when yω driev intω a servis stæshon. insted, yω will sæ, "charj it up, pleez."

kwestions

1. the electric car iz a nue iedeea for the fuetuer.
tr ω or fauls?

2. the reeson that electric carz disappeerd woz:
   a. peepl wer afræd ov batteriz
   b. carz with gas enjinz cost aulmœst haf az much
   c. electric carz mæk tω much noiz.

3. wun ov the problemz with electric carz woz the need tω _________ __________ __________ very often.

4. the biggest problem with electric carz iz the ____________ ov the battery.

5. the ford mœtor cumpany haz aulredy developt a battery that can pouer a car for _____________ mielz.

manpouer development trænin prœgram

a.s.a.-"e and d" i/t/a # 27

laŋgwæj lesson for: the return ov the electric car

blackbord fræzez: the preefiX "re" - (back, agæn)

reepeet the kwestion	refill the gas taŋk
the return ov the car	reʧarj the batteriz
replæs the parts	redues the speed
tier retred	oil refienery
refiniʃh the body	repænt the hωd
restor the finiʃh	recap the tier

blackbord sentensez:

1. the car cωd not bee repærd until thær woz a replæsment ov the brœken parts.
2. the deeler tried tω sell him a tier with a retred.
3. the car ʃhœn after the body woz refiniʃht.
4. in bad wether, it iz wiez tω redues drievin speed.
5. the man braut hiz car in tω hav the battery reʧarjd.

manpouer development træning prœgram

a.s.a."e and d" i/t/a # 27

hœmwurk assienment

the return ov the electric cɑr

næm______________class______dæt_________teecher__________

fill-in

1. a plæs whær gas and oil ɑr puerified iz caulld a _______________.

2. in bad wether, sienz on turnpieks waurn drieverz tω ____________ ____________.

3. insted ov a nue set ov tierz, mister riet baut __________ed tierz.

4. a gωd cœt ov waX will ___________ ______ ______________ on a dull cɑr.

5. after travelling 400 mielz, mister jonson had tω ___________ _______ ___________ ________.

manpouer development træniŋ prœgram

a.s.a. - "e and d"   teecher'ꙅ gied   1/t/a #28

blackbord fræꙅeꙅ tω introdueꙅ

yωr gas mielæj dependꙅ on yω

ueꙅ mor gasoleen

carꙅ ar hevier

enjin effishiensy

larjest siŋgl factor

an economical model

not tω much preshuer

green-liet jack rabbit

mωv from a stand-still

best performans

pωr drieviŋ habits

keep it rœlliŋ

dœn't impress enywun

depress yωr gas taŋk

stop and gœ traffic

blackbord sentenseꙅ:

1. yωr car enjin burnꙅ the mœst gas when it haꙅ tω get yωr car mωviŋ from a stand-still.
2. properly filld tierꙅ hav neether tω much nor tω littl preshuer.
3. a driever can cut hiꙅ gas mielæj in haf if hee haꙅ pωr drieviŋ habits.
4. get intω hie geer and stæ in hie geer aꙅ loŋ aꙅ possibl.
5. an iedliŋ enjin burnꙅ about a sent's wurth ov gas every for minits.

manpauer development træniŋ prœgram

a.s.a. e.-d.
i.t.a.

yωr gas mielæj dependz on yω

carz twdæ uez mor gasolœn ᵺan ᵺe carz ov ᵺe 1930'z, œven ᵺœ enjinz ar bilt better twdæ. ᵺe mœst important rœzon for ᵺis iz ᵺat carz twdæ ar muʧ hevier, and ar bilt for græter spœdz. enjinz twdæ ar uezd tω mωv ᵺe græter wæt ov ᵺe car, and ar not æbl tω provied mor mielæj for every gallon ov gas.

yet ᵺe wun mœst important factor in ᵺe number ov mielz tω ᵺe gallon a car tæks iz ᵺe driever.

mæbœ hœ drievz a smaull, liet car-- an economy model. ᵺis car haz an enjin just big enuf tω carry ᵺe lœd. it duz not hav a hot-rod enjin whiʧ œts a lot ov gas.

mæbœ ᵺe driever kœps ᵺe tierz ov ᵺis economy car filld wiᵺ ᵺe riet amaunt ov ær aull ᵺe tiem--- not tω muʧ preʃuer, nor tω littl preʃuer in ᵺe tierz. mæbœ ᵺe driever aulwæz haz ᵺe enjin properly tuend up for best performans. œven wiᵺ ᵺe car in top condiʃon, pωr drieviŋ habits can cut gas mielæj in haf.

hœr ar sum gωd mielæj tips--

a. dœn't ræs ᵺe car tω mæk ᵺe grœn liet. fast starts ar not gωd for yωr tierz, and tæk a lot ov gas.

yωr enjin burnz the mœst gas when it haz tω get yωr car mωving from a stand-still. this iz whie sœ much gas iz uesd in stop-and-gœ træffic. wuns the car iz rœlling, the car'z wæt helps tω keep it gœing. less gas iz uesd.

b. drieving in hie geer eets the leest amount ov gas. get intω hie geer az fast az yω can and stæ ther az long az yω can. every tiem yω shift tω a larjer, slœer geer, yω burn mor gas.

c. keep a stedy speed. pæs yωr drieving. if yω see a red liet a block awæ, eez up on the gas pedal. very often the liet will hav chænjd tω green bie the tiem yω reech the corner, and yω will not hav tω stop at all. when yω avoid the compleet stop, yω sæv on gas. remember, every tiem yω hav tω step on yωr bræks, yω wæst the gas it tωk tω get yω mωving.

d. dœn't iedl yωr car when it iz not nesessary. an enjin that iz iedling burnz about a sent's wurth ov gas every for minits. this iz pritty expensiv when yω consider that yω haven't gon enywher.

_ _ _

11

gas mielæj —c—

kwestionz

a. enjinz tωdæ ᵫz mor gas becauz--
   a. carz ar much lieter
   b. rœdz ar not gωd
   c. ov the græter wæt ov the car

b. a hot-rod enjin helps tω sæv gas.
   trω or fauls?

c. an enjin eets the leest amount ov gas when it iz in---
   a. lœ geer
   b. iedliŋ
   c. in hie geer

d. if a car iz in top condishon, the driever'z habits cannot redᵫs the gas mielæj.
   trω or fauls?

e. a græt deel ov gas iz ᵫzd in ________ and ________ traffic.

manpouer development træniŋ prœgram

a.s.a.-"e and d" i/t/a #28

laŋgwæj lesson for: yωr gas mielæj dependꙅ on yω

blackbord fræꙅeꙅ: consonant blendꙅ - dr and tr

pleʒuer trip	gωd driever
hevy traffic	druŋken drieviŋ
truck driever	drip drie clœthꙅ
tier retred	pouer drill
on the job træniŋ	truŋk kee
bildiŋ entrans	hiedraulic bræks
uenion contract	ieron faundry.
wintry wether	laundry billꙅ

blackbord sentenseꙅ:

1. stop and gœ drieviŋ in hevy traffic tæks a lot ov gas.
2. hee cωd not fiend a smauller bit for the pouer drill.
3. hiꙅ six munth cors woꙅ follœd bie anuther six munths ov on-the-job træniŋ.
4. hiꙅ liesens woꙅ suspended after hee woꙅ arrested for druŋken drieviŋ.
5. wintry wether drieviŋ iꙅ hard on the driever and hard on the car.

manpouer development træniŋ prœgram

hœmwurk assienment a.s.a.-"e and d"

yωr gas mielæj dependz on yω i/t/a #28

næm_____________class_______dæt______teecher__________

1. mister porter uesd a bit ʈhat woz tω smaull in

ʈhe____________ ___________.

2. ʈhe men waukt out ov ʈhe ʃhop after ʈhe boss refuesd

tω sien ʈhe _____________ _____________.

3. ʈhe parts were sent out tω ʈhe __________

___________ for castiŋ.

4. in sum stæʃhonz, ______________billz ar ʃhærd

bie ʈhe attendant and ʈhe boss.

5. ______________ bræks operæt wiʈh flωid in a

master sylinder.

manpouer development træning prœgram

a.s.a.-"e and d"   teecher'z gied   i/t/a #29

blackbord fræzez tꝏ introdues:

winteriezing the car

stræn on the enjin
winter servising
normal operæting temperatuer
œverhed valv cleerans
applie preshuer
spunjy bræk acshon
replæs defectiv parts
shock absorberz
carbon monoXied

œpen the petcocks
a cemical cleener
revers flusht
manuefactuererz recommendæshonz
transmishon flꝏid
egzaust system
suspenshon system
frunt wheel alienment
the rezervwor

blackbord sentensez:

1. servising for the winter iz eXtreemly important.
2. the cꝏling system iz drænd bie œpening the petcocks in the block and rædiætor.
3. if thær iz sum kwestion about whether the thermostat iz wurking properly, it shꝏd bee tæken out and checkt.
4. check the hiedraulic læbel in the rezervwor and add flꝏid if nesessary.
5. the enjin produesez carbon monoXied, a dedly gas.

manpouer development træniŋ prœgram

a.s.a.-"e and d" i/t/a # 29

winterieziŋ ƫhe cɑr

cœld weƫher drieviŋ pωts a græt stræn on ƫhe enjin ov a cɑr. cœld weƫher stɑrts and cœld weƫher rœd condiʃhonz tæk a lot out ov a cɑr. servisiŋ for ƫhe winter iz ƫhærfor eXtreemly important. prepæriŋ a cɑr for ƫhis kiend ov weƫher iz cauld winterieziŋ.

ƫhe follœiŋ operæʃhonz ɑr ueʒueally inclωded in winterieziŋ a cɑr.

1. cωliŋ system - ƫhe enjin must bee brauht tω normal operætiŋ temperatuer. tork ƫhe hed bœlts accordiŋ tω ƫhe manuefactuerers direcʃhonz. œverhed valv cleerans mæ bee ʧænjd after ƫhis iz dun, and it iz best tω ʧeck ƫhe cleerans at ƫhis tiem. ʧeck ƫhe cωliŋ system for leeks befor dræniŋ. speʃhial testerz ʃhωd bee uezd tω applie preʃhuer tω ƫhe system and ƫhe rædiætor cap ʃhωd aulsœ bee ʧeckt.

ƫhe cωliŋ system iz drænd bie œpeniŋ ƫhe petcocks in ƫhe block and rædiætor. wauter iz run ʈhrω ƫhe system until ƫhe wauter ƫhat drænz out iz cleen. if ƫhær iz a lot ov rust in ƫhe system, ƫhe system and heeter ʃhωd bee fluʃht wiʈh a cemical cleener in ƫhe wauter or revers fluʃht tω bee ʃhuer ƫhat aull ov ƫhe rust deposits ɑr remωvd. hœzez ƫhat lωk soft or crackt or swœllen ʃhωd bee replæst. aull clamps ʃhωd bee tietend.

if ðær iz sum kwestion about wheðer ðe þermostat iz wurkiŋ properly, it ʃhωd bee tæken out and çheckt for proper operæʃhon and correct œpeniŋ temperatuer.

when ðe fluʃhiŋ iz finiʃht, aull petcocks ʃhωd bee clœzd. anti-freez and wauter ʃhωd bee pord intω ðe rædiætor. an anti-freez ðat will not damæj ðe cɑr finiʃh ʃhωd bee added if windʃheeld wiepers ɑr instaulld.

2. fuel system - ðe sediment bœl and filter screen ʃhωd bee remωvd and cleend þuroly. if a cork gasket iz uezd, ðe gasket ʃhωd bee replæst wið a nue wun tω inʃhuer proper seeliŋ. ðe fuel pump ʃhωd ðen bee tested for correct preʃhuer and delivery ræt.

ðe cɑrbueræ tor ær cleener ʃhωd bee servist cærfωlly. follœ ðe instrucʃhonz in ðe manuefactuerer'z manueal. after ðe cleener iz remωvd, run ðe enjin and wotçh ðe acʃhon ov ðe automatic çhœk and ðe heet riezer valv. if ðæ need servisiŋ, tæk cær ov it at ðis tiem. tieten aull manifœld nuts tω ðe correct tork.

3. igniʃhon system - tuen up ðe igniʃhon. cœld weðer can interfeer wið kwick stɑrtiŋ. it iz ðærfor adviezabl tω replæs ðe points, condenser, and spark plugz for maXimum effiʃhiensy in performans.

winteriezing the car cont'd.

4. electrical system - the jenerætor-reguelætor system ʃhωd bee checkt for proper operæʃhon. check the jenerætor outpωt and test the reguelætor for correct settiŋz. inspect the wieriŋ and connecʃhonz and servis whotever needz repær. check the condiʃhon ov the storæj battery. check the condiʃhon ov the fan belt for wær and tenʃhon. the fan belt iz important in the proper operæʃhon ov bœth the battery and the wauter pump. check uther driev belts az well.

5. liets- check aull lamps for brietness and æm. replæs defectiv bulbz. adjust hedliets for proper æm, if nesessary.

6. luebricætiŋ system - the oil filter ʃhωd bee remωvd and enjin craŋkcæs drænd for winter ues. instaull a nue oil filter and refill the craŋkcæs with winter græd oil. cleen and servis the breether cap and the craŋkcæs ventilæʃhon outlet piep.

luebricæt the automobeel chassi and body accordiŋ tω the manuefactuerer'z recommendæʃhonz and perform aull uther checks sugjested. the differenʃhial and tranzmiʃhon flωid mæ bee drænd and refilld at this tiem, if nesessary.

7. brækɪŋ system - gωd bræks and gωd tierz ar nesessary for sæf stoppɪŋ on a drie rœd and espeʃhially on a wet or slippery rœd. tω ĉheck ħe bræks, mωv wun wheel and inspect ħe bræk lieniŋz. if ħæ ar worn and less ħan tω inĉhez ṯhick, ħæ must bee replæst. adjust ħe bræks. ĉheck ħe hiedraulic læbel in ħe rezervwor and add flωid if nesessary. tæk ħe car on a rœd test tω ĉheck ħe bræks for eeven brækɪŋ acʃhon. if spunjy bræk acʃhon iz faund dωrɪŋ ħe rœd test, yω ʃhωd "bleed ħe system."

eXamin aull tierz for gωd tred, cuts, and proper preʃhuer. if snœ tierz ar uezd, maunt ħem at ħis tiem. whær nesessary, inspect and repær tier ĉhænz.

8. eXaust system - ħe eXaust system must bee inspected ṯhuroly for leeks. defectiv partz ʃhωd bee replæst. ħe enjin produesez carbon monoXied, a dedly gas. ħis gas iz carrid awæ from ħe car intω ħe œpen ær bie ħe eXaust system. if ħær iz eXaust leekæj, ħær iz dænjer ħat ħe gas will not bee carrid awæ from ħe car, but back intω ħe car. ħis iz dænjerus. it iz important tω remember, ħat eeven if ħe eXaust system iz in perfect wurkɪŋ order, it iz aulwæz sæfer tω see ħat

freʃh ær gets intω the car whenever the enjin iz runniŋ.

9. suspenʃhon system - check the steeriŋ system for wær which miet creæt unsæf drieviŋ and steeriŋ. check the ʃhock abzorberz and spriŋz and mæk whotever replæsments ar nesessary. frunt wheel alienment and wheel balans will giv yω better tier servis, but will aulsœ help tω provied sæf contrœl ov the car.

10. acsessoriz - check the windʃheeld wieper blædz. if thæ ar worn, replæs them. aulsœ check the heeter and defroster, the contrœlz and the ær damperz.

11. body cær - cœld wether, snœ, and sleet cauz wær and tær on the autœ body finiʃh. woʃhiŋ the body and waxiŋ it with a hevy cœt ov wax will protect the car finiʃh dueriŋ the winter munths. wax ʃhωd aulsœ bee applied tω the bumperz and uther crœm acsessoriz tω prevent rustiŋ.

manpouer development træning prœgram

a.s.a.-"e and d" winteriezing the car cont'd i/t/a #29

kwestionz

1. temperatuerz dω not affect the performans ov an automobeel enjin. trω or fauls?

2. the cωling system iz drænd bie œpening the petcock in the __________ and __________.

3. anti-freez shωd bee pord intω the __________.

4. the fan belt iz important in the proper operæshon ov:

    a. the rædiœ and heeter
    b. the windsheeld wiepers
    c. the battery and the wauter pump.

5. if the bræk lienings ar less than __________ inchez thick, thæ must bee replæst.

manpouer development træniŋ prœgram

a.s.a.-"e and d" i/t/a #29

laŋgwæj lesson for winteriezin̲ŋ the car

iez endiŋz - tω mæk, tω dω, accordiŋ tω the rωt ov the wurd

galvaniez
ieoniez
steriliez
sanitiez
crystalliez
mecaniez
peenaliez
reguelariez
anodiez
subsidiez

mœbiliez
winteriez
enerjiez
pulveriez
speshialiez
organiez
uenioniez
pœlariez
jeneraliez
industrialiez

enterpriez
merchandiez
advertiez

franchiez
leŋthwiez
eXersiez

sueperviez

II. blackbord sentensez.

1. aluem inum iz protected from wether when it iz anodiezd.
2. mister peeterz eXersiezd pωr judʒment in hieriŋ a man with nœ eXpeeriens.

a.s.a.-"e and d"

winteriezing the car cont'd 1/t/a #29

blackbord sentensez:

3. the entier shop had tω bee mœbiliezd tω get out the big rush order.

4. in atomic enerjy plants, aull ekwipment and aull ueniforms ar steriliezd.

5. sum autœ stæshonz ar œnd bie the boss and uthers ar franchiezd bie the oil cumpaniz.

manpouer development trænıŋ prœgram

hœmwurk assienment a.s.a.-"e and d"

winteriezıŋ the car i/t/a #29

næm_______________class________dæt______teecher______

1. the metal wurker mæd the mistæk ov cuttıŋ the wωd in the width, insted ov ______________.

2. mister peeterz tried for tω yeerz tω get a ______ from the ʃell oil cumpany tω œpen a stæʃon.

3. when the tier cumpany _________________it's sæl, bizness went up bie fifty persent.

4. the wurk woz dun twies az fast after the ʃop woz ________________.

5. meny stæʃonz get a larj part ov thær bizness from the sæl ov ________________.

ED0 36608

REMEDIAL READING MATERIALS for the
AUTO SERVICE STATION ATTENDANT in
TRADITIONAL ORTHOGRAPHY.
APPENDIX L

VT006485

ED036608

BOARD OF EDUCATION OF THE CITY OF NEW YORK
MANPOWER DEVELOPMENT TRAINING PROGRAM
110 LIVINGSTON STREET
BROOKLYN, N. Y. 11201

MAURICE D. HOPKINS
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FOREWORD

This is one of a series of Basic Education materials developed under a special curriculum grant from the New York State Department of Education. The items have been produced on three levels. Level I materials are designed for trainees functioning below the 4th grade reading level; Level II for trainees at the 4th to 6th grade; and Level III for trainees above the 6th grade of literacy.

The following items have been developed:

- Basic Education Outline for Commercial Occupations Specifics (Typist Keypunch-Verifier, Bookkeeping Machine Operator, Medical Record Clerk, Stenographer). Levels II,III.
- Basic Education Outline for Distributive-Merchandising Specifics (Grocery Checker, Shipping Clerk, Sales Clerk). Levels II, III.
- High School Equivalency Workbooks and Teacher Guides Level III.
- Remedial Lesson Materials for Auto Service Station Attendant in Traditional Orthography and Pitman Initial Teaching Alphabet. Levels I, II.
- Non-English Basic Education-Varied Occupations (Commercial Occupations, Merchandising, Machine Shop, Metal Fabrication). Levels I, II, III.
- Sample Language Arts Lessons for English as a Second Language trainees related to the occupation of Picture Framer. Level II.
- Two sample Commercial Occupations Basic Education Units for reading improvement, Levels II and III.

This series was prepared by the Basic Education staff of the Manpower Development Training Program under the general direction of Herman A. Kressel, Director of the Manpower Development Training Program.

The research and writing were done by Evelyn K. Sussman, Basic Education Supervisor, and Vera L. Hannenberg and Helen R. Weinberg, Assistant Basic Education Supervisors.

Special thanks are extended to the Basic Education teachers who cooperated in developing and testing these materials, to Richard O'Connor Brooklyn Adult Training Center Automotive Supervisor, and Sidney Huchital, Teacher-in-Charge, Brooklyn Adult Training Center, for technical help in developing and evaluating the Auto Service Station Attendant material. Thanks are also extended to the Bureau of Community Education for its assistance.

HERMAN SLOTKIN,

Project Coordinator
January, 1968

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# REMEDIAL LESSON MATERIALS
for the
AUTO SERVICE STATION ATTENDANT PRE-VOCATIONAL COURSE
in
TRADITIONAL ORTHOGRAPHY (T.O.)
and
PITMAN INITIAL TEACHING ALPHABET (I/T/A)

Parallel remedial lesson materials in I/T/A and T.O. for pre-vocational trainees in the Auto Service Station Attendant course have been prepared in two separate books. The materials are intended for adult functional illiterates with a reading score less than 4.0. These original reading selections follow the sequence of pre-vocational occupational training and have been graded in order of difficulty after trial with classes in the Manpower Development Training Program.

These materials consist of 29 Units, with each unit divided into 5 parts:

1. A Teacher's Guide including a chalkboard workup of phrases and sentences to introduce the selection.
2. An original Vocational Reading Selection relating to a specific area of shop training.
3. Reading Comprehension questions based on the reading selection.
4. A Language Arts lesson derived from the reading selection, stressing shop vocabulary and shop language usage.
5. A Homework Assignment based on reading comprehension and language arts lessons.

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MANPOWER DEVELOPMENT TRAINING PROGRAM

A. S. A. - "E and D"　　　　V. L. HANNENBERG

NUMBER	TITLE
1.	JOB OPPORTUNITIES FOR THE AUTO SERVICE ATTENDANT
2.	ARE YOU THE MAN FOR THE JOB?
3.	YOUR JOB AS AN AUTO SERVICE ATTENDANT
4.	THE ATTENDANT IS A SALESMAN
5.	GETTING DRESSED FOR WORK
6.	THE SERVICE STATION LAYOUT
7.	THE SERVICE STATION ISLAND
8.	HOUSEKEEPING CHORES
9.	THE GASOLINE PUMP
10.	GASOLINE - HOW DO WE GET IT?
11.	THE PHONY EXCUSE
12.	LIFTING THE CAR
13.	DANGER SPOTS IN THE SHOP
14.	THE HISTORY OF THE TIRE
15.	GENERAL TIRE CARE
16.	HENRY FORD
17.	GENERAL AUTO MAINTENANCE
18.	THE LUBRICATION SYSTEM
19.	ENGINE LUBRICATION
20.	TROUBLESHOOTING
21.	GAUGES AND METERS
22.	THE POWER TRAIN
23.	HOLDING THINGS TOGETHER - FASTENING DEVICES
24.	STEPPING ON THE BRAKES
25.	STOPPING DISTANCES
26.	AIR POLLUTION
27.	THE RETURN OF THE ELECTRIC CAR
28.	YOUR GAS MILEAGE DEPENDS ON YOU
29.	WINTERIZING THE CAR

MANPOWER DEVELOPMENT TRAINING PROGRAM
BROOKLYN ADULT TRAINING CENTER

Basic Education Department

ASA - E. & D.

Teacher's Guide

I. Blackboard phrases to introduce:

JOB OPPORTUNITIES FOR THE A.S.A.

a shortage of men

if he is qualified

a decent take home salary

start a beginner

commission on sales

a good future in auto service

work the night shift

pick up supplies

a man interested in cars

in all kinds of weather

opportunities for good workers

keep an eye on him

accessories and new parts

regular overtime work

a second shift

get along with people

looking for new dealers

become station managers

II. Blackboard sentences:

1) Some attendants get a ten percent commission on the sale of accessories and new parts.

2) With overtime, commissions, and tips, an attendant can earn a decent salary.

3) An attendant needs a driver's license to perform road service, and to pick up supplies.

4) A man who is interested in cars, and can get along with people, will do well as an attendant.

5) The oil companies pick good attendants to manage new service stations.

MANPOWER DEVELOPMENT TRAINING PROGRAM
BROOKLYN ADULT TRAINING CENTER

Basic Education Department

ASA - E. & D.

JOB OPPORTUNITIES FOR THE AUTO SERVICE STATION ATTENDANT

Employment Service reports show that there is a shortage of men to fill jobs as auto service attendants. This means that the man who trains to be an auto service station attendant is likely to find a job, if he is qualified. Many stations have overtime for their employees, which means that a man can usually make a decent take-home salary.

WAGES AND WORKING CONDITIONS

In New York City, wages for a beginning auto service station attendant start at $1.50 an hour. Sometimes, operators of service stations are willing to hire a promising beginner at a slightly higher rate. In general, the salary for a beginning attendant will range between $60 and $80 a week, for a 40 hour week.

The auto service attendant can make money from commission on sales. Some stations pay a 5% to 10% commission on the sale of lubrication jobs, accessories, and new parts. An attendant can also make extra money on tips. In some stations tips run between $8.00 and $10.00 a week.

Auto service station attendants usually work a six day week, and an 8 or 9 hour day. Some stations have regular overtime work for their men. Some have a 45 hour work week and employ part-time employees or a second shift to cover all of the hours that the station is open.

Week-end work is part of the job. Work on holidays is also part of the job. As long as the service station is open, there must be attendants on duty. If the station is open all night, then some attendants will have to work the night shift.

An auto service attendant must have, or be able to get, a New York State driver's license.

A man who is interested in cars, who is willing to work between 45-54 hours a week, on different shifts, on week-ends and holidays, may be able to find a good future as an auto service attendant. He must be willing to work outdoors in all sorts of weather, and be able to work with other people.

A man, who is in good physical health, and is willing to work under the conditions listed before, may have a good future ahead of him as an auto service station attendant. There are opportunities for good workers to become station managers after a while. The major oil companies are always looking for new dealers. When they see a man who is a good auto service attendant, they keep an eye on him. These are the men they seek to become station managers.

MANPOWER DEVELOPMENT TRAINING PROGRAM
BROOKLYN ADULT TRAINING CENTER

Basic Education Department

ASA - E. & D.

Name__________________Class____________Date_____________Teacher______________________

JOB OPPORTUNITIES FOR THE A.S.A.

QUESTIONS

1) There are not many jobs open for auto service attendants. True or False?

2) Auto service station attendants usually work:

    a) a straight 8 hour day
    b) during the week, with no weekend or holiday work.
    c) all shifts, including Sundays and holidays, if the station is open.

3) As long as the station is open, there must be attendants ________________________________.

4) It is important that an attendant be able to __________ _____________ with people.

5) No matter how good a worker a man is, he can never become a station manager. True or False?

MANPOWER DEVELOPMENT TRAINING PROGRAM

BROOKLYN ADULT TRAINING CENTER

TEACHER'S OUTLINE a.s.a.-"E and D"

LANGUAGE LESSON FOR JOB OPPORTUNITIES IN A. S. A. #1

I. BLACKBOARD EXERCISE:- SHORT "O" FORMS

op	ob	om
stop signs	job opportunity	commission on sales
business operation	radio knobs	Mercury Comet
operator's license	locate the problem	competent job
top quality	throbbing motor	a job with promise
mop up the floor	oil globules	hydrometer reading

II. BLACKBOARD SENTENCES:-

1. We had to order new knobs from the manufacturer for the customer's radio.
2. An operator's license, or driver's license, is needed to work in many service stations.
3. The customer complained about a throbbing motor when he stopped for a red light.
4. In this station, only top quality motor oils are used.
5. A hydrometer reading will indicate whether the radiator water is too hot.

MANPOWER DEVELOPMENT TRAINING PROGRAM

BROOKLYN ADULT TRAINING CENTER

JOB OPPORTUNITIES IN A. S. A. #1 TEACHER'S OUTLINE

HOMEWORK ASSIGNMENT:-

NAME____________________ CLASS__________ DATE__________ TEACHER____________

1. When oil drips on the ground, it forms circles of oil which are called ________ ________ .

2. The temperature of the water in the radiator is checked by taking a ____________ ____________.

3. A job in which you can get ahead may be called ________ ________ ________ ________.

4. Attendants in many stations make extra money through __________ __________ __________.

5. All attendants share in the cleaning chores and must sometimes __________ __________ __________ __________ .

MANPOWER DEVELOPMENT TRAINING PROGRAM

BROOKLYN ADULT TRAINING CENTER

TEACHER'S GUIDE TO INTRODUCE:- a.s.a.-"E and D"

ARE YOU THE MAN FOR THE JOB? #2

BLACKBOARD PHRASES:

make up your mind
last on the job
heavy and hard work
move to New York
warm and comfortable
grease and oil
dirty hands
training on the job
cranky customers
easy-going person
certain kind of work
consider your health
in good condition
heavy machinery
get used to the cold
especially important
important to remember
lead to better pay
polite and pleasant
waiting on people
getting along with the customer

QUESTIONS ON BOARD FOR MOTIVATION:

(A) What kinds of jobs in the shop do you find hard?

(B) What does it mean when people say --- "You must start from the bottom?"

(C) Who do you think should do the cleaning in the shop?

ARE YOU THE MAN FOR THE JOB?

There is a lot that you should know about a job before you make up your mind that it is the job for you. There is also a lot that you must know about yourself before you can decide that you are fit for a certain kind of work. It is just as important for you to be right for the job as it is for the job to be right for you.

The first thing that you must consider is your health. Before you can decide to train for a job, you must be sure that you are in good shape, and that you have what it takes to do the job. A small, weak, man will not last on a job that has a lot of heavy and hard work. Even if he starts off in good condition, he may not be able to take a job that requires a lot of lifting and carrying of heavy machinery and tools. Heavy work can only be done by a man who is built for it. If you are not very strong and you get a job with a lot of heavy work, the chances are that you will not be able to take it for very long.

There are also many people who cannot stand very hot or very cold weather. For such people, a job that keeps you outdoors for much of the time, may not be the right job. People who move to and well kept it is.

It is important to remember that there are many types of good jobs where a man gets his hands dirty. The auto service station attendant is not the only workman with dirty hands. Doctors do a lot of dirty work. Architects, engineers, sculptors, artists, and even teachers need to scrub well at the end of a work day. No matter how dirty you get, you can always wash clean at the end of the day. There are soaps made to wash off heavy grease, and every auto service station has a place for the men to wash up.

A man who likes cars, and working around cars, will usually make a good auto service station attendant. People who are interested in their work and enjoy their work, usually do a good job. If you are interested in cars, and enjoy working with your hands, it will help you get along in an auto service station. Your interest in your work will certainly give you a good start. This interest may lead to better pay and even to more training on the job for a better skill.

An auto service station attendant spends a large part of his work day with people. He is the one who meets the customer and has to be nice to the customer. If you cannot bear waiting on people, you may have a problem. Customers

MANPOWER DEVELOPMENT TRAINING PROGRAM
BROOKLYN ADULT TRAINING CENTER

Basic Education Department **ASA - E. & D.**
Unit I - Stage I - Homework Assignment

Name________________**Class**______________**Date**____________**Teacher**____________________

neat and clean
read the instructions
please and thank you
steam and vapor
leaking crankcase

heavy machinery
weather conditions
heavy grease
measure the oil
dead end job

Select the phrase that fits the blanks in the following sentences.

1. An attendant should always use a dip stick that is wiped clean to _________ _____ ___________ in the crankcase.

2. In order to find the proper directions to service each car, an attendant must ___________ ______ __________ in the manufacturer's manual.

3. If you use the words _________ and __________ _________ often, the customer will feel that the service at your station is polite and good.

4. An attendant and a station must always look __________ ______ _________ to attract customers.

5. Every service station has soap or detergent in the washroom to help the attendant remove the ____________ ____________ from his hands.

MANPOWER DEVELOPMENT TRAINING PROGRAM
BROOKLYN ADULT TRAINING CENTER

Basic Education Department
Unit I - Stage I

ASA - E. & D.

AIM - To show the spelling and sound varieties of "ea"

DIRECTIONS: Phrases to be written on the board separately and exploited * separately. Trainees to copy into notebooks in cases where facility in writing is evident.

BLACKBOARD PHRASES

ea = long "e" sound	ea = short "e" sound
grease and oil	heavy machinery
summer heat	good health
neat and clean	weather conditions
lead to better pay	leather jacket
easy-going people	polite and pleasant
read the instructions	in a sweat
teachers manual	wear a sweater
please and thank you	heavy grease
cheat the customer	measure the oil
the leading car manufacturers	worn tire treads
steam and vapor	lead deposits
leaking crankcase	dead end job
reasonable prices	steady job

The following sentences, employing some of the above phrases are to be written on the blackboard, and read by the class.

1. Leading car manufacturers publish service manuals with instructions on the care and service of their cars.

2. Steam and vapor from an overheated radiator can cause serious damage to the engine.

3. A clean dip stick will give an accurate measure of the oil in the crank case.

4. Reasonable prices, good service, and a polite and pleasant staff are necessary for the success of an auto service station.

Name______________**Class**____________**Date**__________**Teacher**________________

neat and clean
read the instructions
please and thank you
steam and vapor
leaking crankcase
heavy machinery
weather condition
heavy grease
measure the oil
dead end job

Select the phrase that fits the blanks in the following sentences.

1. An attendant should always use a dip stick that is wiped clean to _________ _____ ___________ in the crankcase.

2. In order to find the proper directions to service each car, an attendant must ____________ ______ __________ in the manufacturer's manual.

3. If you use the words __________ and ___________ __________ often, the customer will feel that the service at your station is polite and good.

4. An attendant and a station must always look ___________ ______ __________ to attract customers.

5. Every service station has soap or detergent in the washroom to help the attendant remove the _____________ ____________ from his hands.

MANPOWER DEVELOPMENT TRAINING PROGRAM
BROOKLYN ADULT TRAINING CENTER

Basic Education Department

ASA - E. & D.

Teacher's Guide

I. Blackboard phrases to introduce:

Your Job As An Auto Service Attendant

attach the pump hose

wipe the windshield

ring up the sales

the customer is convinced

check the air in the tires

figure out the car's needs

the manager or mechanic

cost of repair

inspect the blow-by system

a stolen or cancelled card

the work ticket

replace the radiator hose

II. Blackboard sentences:

1) A station manager will usually tell the new attendant exactly what his duties are.

2) Before gas is pumped into the car, the attendant must remember to set the pump register.

3) A clean dip-stick will show if the car needs oil.

4) An attendant will never estimate the cost of repair.

5) During the driveway service, the car hood should be raised to inspect the inside.

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Basic Education Department
Reading Comprehension

ABA - E. & D.

YOUR JOB AS AN AUTO SERVICE ATTENDANT

It is always a good idea to learn as much as possible about the job you plan to take. It is a good idea to find out as much as you can about about the work even before you begin training for a new job. The more information you have about the kind of work you will have to do, the easier it will be for you to decide whether the job or the job training is right for you.

A station manager will usually tell the new attendant how the station works, and what the attendants' duties are. The job is almost the same in all stations, but there may be a little difference in the way things are done in each station. The manager will usually tell you what you need to know.

In all stations it is the job of the auto service station attendant to greet the customer who drives up to the pump for gas. It is always a good idea to get to the customer quickly and to make him feel that you are happy to give him service. If a customer has to wait because you are busy, let him know that you will take care of him as soon as you are finished. He is more likely to wait for service and not drive away, if you greet him and tell him that you will be with him in a few minutes.

If a customer has come in for gas, the attendant will show him where to drive the car. He will then take off the gas cap and insert the pump hose into the tank. Before the gas starts to flow, the attendant must set the pump register.

It is also the job of the attendant to wipe off the windshield and the rear window. The car hood should be raised to check oil and water levels. If the car needs oil, or a new fan belt, or an oil filter, the attendant should tell the customer. A clean dip stick with the oil level showing, should be shown to the customer. He can then see for himself where the oil level is. When the customer sees that the car needs oil, you must know what grade of oil his car takes.

The auto service attendant is also expected to check the air in the tires with a tire gauge, if the customer asks for it.

The attendant must find out what other services the customer may want. If he does not know what he needs, the attendant may offer services, or try to figure out what the problem is. He may need the help of the service manager or of the mechanic if there is trouble that he cannot spot.

The attendant has to write up the work ticket. He does not estimate the cost of repair or of labor.

A car which is brought in for a lubrication, may be driven onto the lift by the attendant. He may also raise the lift.

If the oil has to be changed, this too, may be the job of the attendant. For the lubrication, the manufacturer's manual or chart must be followed. An auto attendant may also have to check the transmission, the differential, the brake fluid and other fluids in the power parts.

The attendant inspects the seals on bearings, inspects and cleans the blow-by system in the engine, if there is one.

Sometimes an attendant may have to do other jobs such as repacking or replacing front wheel bearings, replacing air filters, and changing oil filters.

An attendant may test, charge and install a storage battery, replace a sealed beam unit, install windshield wipers, replace radiator and heater hoses, and replace a thermostat or fan belt.

After an attendant has pumped gas into the car, or made a sale of some supplies, he takes cash, makes change, and thanks the customer. In some cases he may ring up the sales, or turn the money over to the station manager to ring up. If the credit card is used for payment, he must write up a credit slip with the information needed. He must check to see that the credit card is not stolen or cancelled.

There are many tools which the attendant must know how to use, such as the screwdriver, adjustable and socket wrenches, and pliers. There are also many kinds of equipment which he uses, such as the hydrometer, tire gauge, battery tester, hydraulic lifts and jacks, reverse flush machine, wheel balancing machine, air machine for dismounting tires.

A lot of information about servicing a car is found in the manuals prepared by auto manufacturers. An attendant must look at these manuals regularly.

An attendant may have to drive a customer's car. He may also be asked to drive the station car or truck for road service or to pick up supplies.

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Basic Education Department

ASA - E. & D.

YOUR JOB AS AN AUTO SERVICE ATTENDANT

QUESTIONS

1) The less you know about what is expected of you on the job, the better off you will be. True or False?

2) In all stations, it is the job of the auto service attendant to ___________ __________ _____________ who drives in.

3) A customer will wait for service

   a) if he has a lot of time.
   b) if he must have the service.
   c) if you greet him and promise to be with him in a few minutes.

4) During driveway service, an attendant should not bother the customer with other needs. True or False?

5) Information on servicing a car should be gotten from

   a) the station manager.
   b) the mechanic
   c) the manual, whenever possible.

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TEACHER'S OUTLINE a.s.a.-"e and d"

LANGUAGE LESSON FOR YOUR JOB AS AN AUTO SERVICE ATTENDANT #3

PHONEMES WITH SHORT "a"

BLACKBOARD PHRASES:-

an	as	ap	ac
station manager	gas tank	radiator cap	exact amount
auto mechanic	worn gaskets	application blank	charge account
cancelled card	assistant manager	self-tapping screws	tool rack
service manual	passenger car	recapped tires	steel brackets
annual tire sale	coarse rasp	hose adaptor	spray lacquer
loose fan belt	master cylinder	road map	practical experience

BLACKBOARD SENTENCES:-

1. The doors of the car would not close properly because of the worn gaskets.
2. He used a coarse rasp instead of a fine rat-tail file.
3. Two new steel brackets were installed to hold the tail pipe in place.
4. Many station managers will give their employees a raise after they have gotten some practical experience on the job.
5. Complete instructions on how to service each car model may be found in the manufacturer's service manual.

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YOUR JOB AS AN AUTO SERVICE ATTENDANT #3 TEACHER'S OUTLINE

HOMEWORK ASSIGNMENT:-

NAME____________________CLASS__________ DATE__________ TEACHER__________

1. An attendant must be careful to check the customer's credit card to see that it is not a _____________ _____________ .

2. A well-run service station has all of its tools neatly hung on a _____________ _____________ .

3. The cap should always be replaced on the ___________ ___________ so that no brake fluid leaks out.

4. The station reduced the price on all of its tires during the ___________ ___________ ___________ .

5. A good auto service station attendant may some day become a _____________ _____________ .

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Basic Education Department

ASA - E. & D.
Teacher's Guide

I. Blackboard phrases to introduce:

THE ATTENDANT IS A SALESMAN

responsible for running the station

the success or failure

meets the customer

have contact with the customer

come in for gasoline

check the cooling system

serious expense or injury

driveway service

cleaning the windshield

a lot of travelling

moved millions of times

between gas station visits

danger points

the minimum service

II. Blackboard sentences

1) The proper service to a car will prevent serious damage.

2) The success or failure of a station depends a lot on the attendant.

3) The car parts move millions of times between gasoline-fill-ups.

4) The man who meets the customer, will keep the customer or lose him.

5) Driveway service will either make or break a service station.

MANPOWER DEVELOPMENT TRAINING PROGRAM
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Basic Education Department
Reading Comprehension

ASA - E. & D.

THE ATTENDANT IS A SALESMAN

An auto service station manager is a very important person. He is responsible for running the station, for managing the work, and for keeping the station in business. But a large part of the success, or failure, of a service station depends on the attendant.

The attendant is the man who meets the customer. It is his service and manner which will keep the customer and bring in work. Very often the attendant will give good service, and will also know how to sell the customer parts and service that will keep the car in good shape, and bring business to the shop.

Motorists come in for gasoline more often than for any other service. That is why driveway service is so important. There is much more to driveway service than pumping gas, checking oil and water, and cleaning the windshield and rear window.

Most often a car travels a hundred miles or more before it is brought in to fill it up with gasoline. During this time between fill-ups, the car has done a lot of travelling, and its parts have moved millions of times. These parts have gotten hot enough to melt.

The machinery parts should be

checked every once in a while. There is a lot that can happen to a car between gas station visits. There is a lot that can go wrong with the tires, cooling system, the engine, or the brake system. If these danger points are not checked, there may be serious expense or injury.

The minimum service that should be given at the pump is:

1. Deliver the gasoline.
2. Clean the windshield and rear window.
3. Check the cooling system.
4. Check the motor oil.
5. Check other needs.

The greatest opportunity for selling comes from "checking needs." This may turn out to be the most important service given by the attendant. A tank full of gas, and clean windows are important, but they will not help the driver very much if he is in for serious mechanical trouble. An attendant who is servicing a car has the opportunity to find out if there are troubles. If the fan belt looks worn, if the car is overdue for a lubrication, the attendant should call the driver's attention to these important needs. In doing so he is helping the driver and helping the business of the station.

That is why sales and service go hand in hand. The sharper the attendant's eye in spotting car needs, the better the service and the better the sales.

MANPOWER DEVELOPMENT TRAINING PROGRAM
BROOKLYN ADULT TRAINING CENTER

Basic Education Department ASA · E. & D.

Name__________________Class_____________Date____________Teacher______________________

THE ATTENDANT IS A SALESMAN

QUESTIONS

1) A good station manager is all that needed for the success of a service station. True or False?

2) Keeping the car in good shape is good for the __________, good for the ____________, and good for ________.

3) Motorists drive in to a station mostly:
    a) for an engine tune-up
    b) for a tire check
    c) for gasoline

4) A car usually travels more than _____ ________ _________ between fill-ups.

5) Checking the danger points can prevent serious __________ or _________.

M POWER DEVELOPMENT TRAINING PROG M

A.S.A. - "E and D" T.O. (4)

Language Lesson for The Attendant is a Salesman

1. Blackboard Phrases: ee forms

eel	eep	eet
steering wheel	move the creeper	greet the customer
peeling paint	drive a jeep	safety seat-belts
windshield wipers	cheaper model	check the meter
auto dealer	steep hill	retail prices
stainless steel	meet people	radio and heater

11. Blackboard sentences:

1) The car had very slow pick-up when it had to climb a steep hill.

2) An attendant is expected to greet customers in a pleasant manner.

3) A set of new blades had to be installed on the windshield wipers.

4) The customer decided to save money by trading in his big car for a cheaper model.

5) The attendant knew that he would have to move the creeper away when he emptied the engine crankcase.

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THE ATTENDANT IS A SALESMAN #4 TEACHER'S OUTLINE

HOMEWORK ASSIGNMENT:- a.s.a.-"e and d"

NAME____________________ CLASS__________ DATE________ TEACHER__________

1. If the attendant is too busy to wait on the new customer, it is a good idea to ____________ __________ ___________,and ask him to wait.

2. There is less danger of rust when auto parts are made of ______________ ______________.

3. The auto safety laws require that new cars be equipped with ______________ ______________ ______________.

4. When the manufacturer raises the price of auto parts, the dealers usually raise the ______________ ______________.

5. The mechanic warned the driver that too much use of the ____________ and ______________ would cause a drain on the battery.

I. Blackboard phrases to introduce:

GETTING DRESSED FOR WORK

each type of work

safe jobs - dangerous jobs

cause a lot of trouble

strong pair of shoes

shoes that give no support

make the ground slippery

greasy and dirty

a bad impression

toe guards built in

oil and water resistant

matching work pants and shirt

a uniform rental outfit

embroidered name

fifty-fifty basis

taking money and making change

keep reasonably clean

II. Blackboard sentences.

1) Each type of work has its special tools and special clothes.

2) Shoes that give no support are uncomfortable and dangerous.

3) Oil and water make the floors in the gas station very slippery.

4) Many uniforms are supplied by a uniform rental outfit.

5) Hands should be clean when taking money, making change, or writing out a credit slip.

[illegible] TRAINING PROGRAM
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Basic Education Department
Reading Comprehension

ASS - [illegible]

GETTING DRESSED FOR WORK

There are special tools for every trade. So, too, is there special clothing which is proper for each type of work. Your safety at work may depend on your being properly dressed for the job. Dressing safely is just as important in the so-called "safe" jobs as it is in the "dangerous" jobs.

Very loose clothing may keep you cool in the summer, but loose clothing can get caught in a piece of moving machinery, and cause a serious accident. A long tie that hangs down, or torn sleeves can cause a lot of trouble. Pictures of attendants usually show them wearing bow ties. Bow ties are shown not only because they look good, but because they are safer.

An attendant must be careful about the shoes he wears to work. He needs a good, strong pair of shoes to support his feet because he will be on his feet all day.. Nothing spoils a day like feet that hurt because of shoes that give no support.

Sneakers or sport shoes of any kind are definitely out for the auto service station attendant. They give the feet no support, and can be dangerous. In the winter, sneakers give the attendant no protection from the cold.

If a heavy article should fall from a shelf and land on an attendant's foot he may be in serious trouble. The oil, water, and gasoline that are found on the floor in a service station make the ground very slippery. Walking on slippery ground with sneakers is always dangerous.

Special work shoes are made for the trade. These shoes usually have a neoprene sole and heel and are oil and water resistant. Some of these shoes are also made with steel toe guards built in.

In well-run service stations, the men usually dress alike. The dress may consist of matching work pants and shirt, work shoes and a ski cap. In some places all of the attendants wear coveralls of the same color. The color will depend on the name of the gas station. Shell station attendants will wear one color, Mobil station attendants another color and so on.

AUTO SERVICE STATION ATTENDANT UNIFORMS

Many auto service station attendants wear uniforms at work. You have probably noticed how nice these uniforms look when they are fresh and clean. In some cases the employer gets the uniforms from a uniform rental outfit. Each man is measured for size, and often his name is embroidered on the left pocket of the shirt or jacket. Sometimes the name of the station is printed on the shirt.

At some stations the attendant has to pay for the cleaning or laundering of the uniform. In other cases, the attendant and the employer share the cost of cleaning on a fifty-fifty basis.

At a small station, an attendant may have to buy his own uniform and pay for its upkeep.

The upkeep of a uniform is as important as the uniform itself. Perhaps upkeep is even more important, because even the finest uniform will get greasy and dirty, will need mending now and then, if it is to continue to look good. A messy-looking uniform, and a messy-looking attendant give the customer the feeling that the station is a mess or poorly run. That is why it is important that the attendant be dressed properly and be neat and clean. Hair must be cut and combed. Hands should be wiped after each job so that they look fairly clean when the attendant is taking money and making change, or writing out a credit slip. You can't expect to wipe a windshield and get it clean, if your hands are greasier and dirtier than the windshield. An attendant who needs a shave will make a bad impression on a customer. Of course, it is not possible to keep your uniform and hands and face spotless while you are working, but it is possible to keep reasonably clean while on the job. The customer expects to be greeted by a clean attendant, and the boss will usually insist upon it.

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TEACHER'S OUTLINE a.s.a.-"e and d"

LANGUAGE LESSON FOR GETTING DRESSED FOR WORK #5

LONG "a" FORMS

I. BLACKBOARD PHRASES:-

al	as	ar	an
commission on sales	fifty-fifty basis	spare tire	make change
water pail	engine crankcase	wheel bearings	change of oil
broken tail pipe	race the engine	fair price	drain the crankcase
engine failure	waste gas	air filter	dangerous jobs
retail price	parking space		

"ation" endings

map information service

engine lubrication

job application

car registration

dangerous occupation

vacation pay

New York City population

parking violation

II. BLACKBOARD SENTENCES:-

1. Every service station island should have a water pail with distilled water for the battery.
2. Great care must be taken to protect the eyes when the attendant has to drain the crankcase.
3. The lift is always used for an engine lubrication.
4. Customers are likely to return to a service station if the service is good and the prices are fair.
5. It is a dangerous practice to drive a car without a spare tire in the trunk.

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TEACHER'S OUTLINE a.s.a.-"e and d"

HOMEWORK ASSIGNMENT FOR GETTING DRESSED FOR WORK #5

NAME____________________CLASS________DATE_______TEACHER____________

FILL-IN

1. If a car owner waits too long to take the car in for a ____________ ____________ ____________, there may be serious damage to the engine.

2. Most service stations are prepared to help drivers plan a trip by providing a ____________ ____________ ____________.

3. In many stations, the cost of the attendant's uniform is shared by the employee and the station on a ________ ________ ________.

4. Good auto maintenance is the best way to avoid ____________ ____________ .

5. An attendant may make extra money each week through ____________ ____________ ____________ .

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BROOKLYN ADULT TRAINING CENTER

Basic Education Department

ASA - E. & D.
Teacher's Guide 6

Name________________ Class__________ Date____________ Teacher______________________

I. Blackboard phrases to introduce:

The Service Station Layout

the layout is planned

convenient for service

will not block traffic

remind the customer

the customer may decide

keep track of the supply

avoid traffic jams

interfere with other cars

parts and accessories

radiator sealer and rust ihibitor

reordering an item

a variety of motor oils

II. Blackboard sentences.

1) The layout is planned to make all the parts of a station convenient and practical.

2) Placing the pumps in the center is convenient for service.

3) Imagine what a mess there would be if a car stopped in front of the gasoline pumps.

4) If the water sprays were up front, they would interfere with the cars getting gas.

5) The supply room will usually contain a variety of motor oils, radiator sealer and rust inhibitor.

THE SERVICE STATION LAYOUT

Have you ever noticed that most service stations look alike, and seem to have the same equipment in the same place? This is no accident. Service stations are laid out in the same way because the layout is planned. The layout is planned to make all the parts of a station convenient and practical.

The pumps are located in the center for a very good reason. Most drivers pull up to a service station because they need gas. Placing the pumps in the center is convenient for service, and for advertising. The gas pumps can be seen easily.

The air compressor, or air dispenser, on the other hand, is off to a side. In this way, cars needing air for the tires, will not block traffic around the pumps. Imagine what a mess there would be if a car stopped to get air for the tires in front of the gasoline pumps!

The Lubrication Bay is usually found on the right hand side of the station, as you drive in from the street. This too was planned for a good reason. This was probably done to remind the customer driving in for gas, that he needs a lubrication job. Since a lubrication job does not take too long, the customer may decide to stop and have it done.

The washing bay in the station is often in the back of the station. This too was designed to avoid traffic jams up front. If the water sprays were operated in front they might also interfere with other cars. Water mixed with oil and gas around the pumps would make that area very slippery and dangerous.

The supply rooms, the office, the rest rooms, and the employee washing areas also are put where they are needed to make the station a convenient place for working.

All service stations have a place set aside for the storage of tools and equipment. There is a tool rack to which all tools should be returned after use.

Supplies are also kept on racks. Most stations keep on hand a good supply of parts and accessories which are used. The supply room will usually contain oil filters, spark plugs, fan belts, windshield wipers, mirrors, batteries, and other popular items. The supply room will also contain a variety of motor oils, radiator sealer and rust inhibitor, and cleaning compounds. A check of supplies is kept, and an attendant who notices that a popular product is running out should remind the manager about reordering this item.

In some stations an attendant keeps

track of the supply of materials. He will be asked to check in an order of supplies, and to make an order of materials which are in short supply.

MANPOWER DEVELOPMENT TRAINING PROGRAM
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Basic Education Department **ASA - E. & D.**
Spelling Drill

Name__________________**Class**_________**Date**_________**Teacher**____________________

THE SERVICE STATION LAYOUT

When a syllable with a short vowel ends in a "k" sound, the spelling is always "ck".

supply check
dip stick
tool rack

house wrecker
engine block
trucking business

Words of more than one syllable that end in "ick" are spelled "ic".

hectic weekend
traffic jams
plastic wrapping
acrylic paint

fantastic bargain
drastic reductions
antiseptic bandage
auto mechanic

Fill in with the correct spelling.

1) He was worn out on Monday after his _____________ weekend.

2) You may wash the brushes in water after you use an __________ paint.

3) The food will stay fresh if you put it in a ___________.

4) After the fire, the manager made __________ ________ on all damaged items.

5) Some of the damaged items that are reduced, are a ________ _________.

6) The doctor dressed the wound with an _______ _______ to prevent infection.

QUESTIONS

1. The pumps in the center are convenient for ________ and for ____________.

2. It is more important for a station layout to be reautiful rather than practical. True or False?

3. The air compressor or air dispenser is located:
   a) in the middle of the island.
   b) next to the gas pumps.
   c) off to a side, away from the pump traffic.

4. A customer may decide to have a lubrication job done if he is told that it will not take ______ ________.

5. Tools and supplies are stored on _____________.

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TEACHER'S OUTLINE a.s.a.-"e and d"

HOMEWORK ASSIGNMENT FOR THE SERVICE STATION LAYOUT #6

SHORT "i" FORMS

NAME____________________CLASS______DATE________TEACHER______________

FILL-IN

1. It is necessary to wipe the ______________ ______________clean before putting it into the engine crankcase.

2. An attendant may suggest that a ____________ ____________ be added to the radiator when it is flushed and refilled.

3. In some stations, an attendant may be asked to prepare a ___________ ________________ _____________ for the boss to order.

4. Sneakers are dangerous in an auto service station because grease and oil make the ground ______________ .

5. The battery voltage meter, and the hydrometer are pieces of ____________ ___________ used in a service station.

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TEACHER'S OUTLINE a.s.a.-"e and d"

LANGUAGE LESSON FOR THE SERVICE STATION LAYOUT #6

SHORT "i" FORMS

1. BLACKBOARD PHRASES:-

ip	is	ib
testing equipment	service station	rust inhibitor
trip over tools	list of supplies	distributor cap
oil dipstick	replace distributor points	smoking prohibited
get a tight grip	piston fire	auto accessory distributor
trigger grip handle		
slippery ground		

II. BLACKBOARD SENTENCES:-

1. It is dangerous to wear sneakers at work where the ground may be slippery because of grease and oil.
2. If the gas mixture is not the right one, the pistons will not fire properly.
3. If a station is not run well, and attendants forget to put tools away, someone may be seriously hurt tripping over tools.
4. A good rust inhibitor, added to the radiator, will prevent rust and damage to the radiator.
5. "Smoking prohibited" signs near gas pumps should always be observed by both the customers and the station employees.

MANPOWER DEVELOPMENT TRAINING PROGRAM
BROOKLYN ADULT TRAINING CENTER

Basic Education Department

ASA - E. & D.

Teacher's Guide

I. Blackboard Phrases To Introduce:

The Service Station Island

land surrounded by water

equipped with an oil spout

battery water dispenser

inserted into the can

play an important role

distilled water

specially purified water

bolted to a pole

attractive to the customer

completely surrounded

II. Blackboard sentences.

1) For the attendant the island is probably the most important part of the station.

2) An island is usually equipped with an oil spout, a water pail, a battery water dispenser, and a towel holder.

3) The spout is inserted into the can of oil and makes it easier to pour the oil.

4) A paper towel is used to wipe the oil dip stick so that the attendant can read the oil level.

5) Bays are usually off to the side of a station with a sign telling you which bay it is.

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THE SERVICE STATION ISLAND

Unlike an ordinary island, which is a strip of land surrounded by water, the service station island is the spot in which the gasoline pumps are located. It probably got its name because it too is completely surrounded. The service station island is usually in the middle of the station. The island is a very important part of the station. To the attendant, it is probably the most important part.

There are many other things found on a service station island besides the pumps. An island is usually equipped with an oil spout, a water pail, a battery water dispenser, and a towel holder.

The island is the first spot a customer sees. It should look neat and attractive to the customer.

The oil spout is used when oil has to be added to the engine. The spout is inserted into the can of oil, and makes it easier to pour the oil. After it is used, it should be wiped clean, and replaced in its normal place.

The water pail is used to add water to the radiator of a car. It too must be kept clean and free of all dirt.

A battery water dispenser is usually found on the island too. The battery water is distilled water, and should be kept especially for the battery. Distilled water is specially purified water. Of course, dirt must be kept out of the battery water too.

Most islands also contain a towel holder, bolted to a pole. Paper towels play a very important role in the attendant's work day. A paper towel is used to wipe the oil dip stick so that the attendant can read the oil level. Towels may also be used to wipe the windshield and rear window. The attendant also makes use of the towels to clean his hands while working.

THE BAY

Many parts of a service are called Bay. Most stations have a washing bay, a lubrication bay, and a small repair bay. Bays are usually off to the side of a station, with a sign telling you which bay it is.

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Name__________________Class______________Date___________Teacher______________________

THE SERVICE STATION ISLAND

QUESTIONS

1) The service station island is important because:

   a) All of the big jobs are done there.
   b) The station signs are on the island.
   c) The largest part of the station's business takes place on the island.

2) The pumps are the only things found on an island. True or False?

3) A spout makes it ___________to pour the oil into the engine crankcase.

4) Clean or distilled water may be needed in the:

   a)
   b)

5) In most stations, the towel holder is ____________ to a pole.

MANPOWER DEVELOPMENT TRAINING PROGRAM

BROOKLYN ADULT TRAINING CENTER

TEACHER'S OUTLINE a.s.a.-"e and d"

LANGUAGE LESSON FOR THE SERVICE STATION ISLAND #7

LONG "i" FORMS

1. BLACKBOARD PHRASES:-

service station island

meter dials

hydrometer reading

high-test gas

hydraulic brakes

fire extinguisher

tire treads

diagonal cutting pliers

slip-joint pliers

hydraulic lift

service guide

off to a side

purified water

increased mileage

once in a while

files and rasps

windshield wipers

type or model

wiped clean

wheel alignment

danger signs

shining and clean

II. BLACKBOARD SENTENCES:-

1. Fire extinguishers are placed throughout the service station for quick use in an emergency.
2. Files and rasps, for fine and coarse filing, are kept on racks in the tool room.
3. Slip-joint pliers are adjustable, and may be used for many different types of jobs, and for different sizes of nuts and bolts.
4. Poor wheel alignment may cause uneven wear on tires.
5. A good attendant will spot danger signs in a car before the trouble gets serious.

MANPOWER DEVELOPMENT TRAINING PROGRAM

BROOKLYN ADULT TRAINING CENTER

TEACHER'S OUTLINE

a.s.a.-"e and d"

HOMEWORK ASSIGNMENT FOR THE SERVICE STATION ISLAND #7

LONG "i" FORMS

NAME____________________CLASS______DATE______TEACHER______________

FILL-IN

1. Pneumatic brakes operate with air, and ____________ ____________ operate with fluid.

2. If the tires are wearing unevenly, the car may need a ____________ ____________.

3. ____________ ____________ ____________ has a higher octane rating than regular gas.

4. When water is needed in the car battery, only distilled or ____________ ____________ should be used.

5. The proper type of gas, and the proper service will give the driver ____________ ____________.

MANPOWER DEVELOPMENT TRAINING PROGRAM
BROOKLYN ADULT TRAINING CENTER

Basic Education Department

ASA - E. & D.

Teacher's Guide

I. Blackboard Phrases To Introduce:

Housekeeping Chores

- clean-up jobs are shared
- maintenance of tools and equipment
- skilled mechanics
- an orderly tool room
- touch-up paint jobs
- properly cleaned and replaced
- reassemble the job
- quickly and efficiently
- gets on everyone's nerves
- have more confidence

II. Blackboard sentences.

1) In most stations, the housekeeping chores, or clean-up jobs are shared by all the attendants.

2) Nobody likes to go looking for tools that have not been properly cleaned or replaced, after use.

3) Sooner or later someone is going to tell him off because of his sloppy habits.

4) A screwdriver or wrench and extension cord or light, a dolly or jack left out, can cause a serious fall.

5) Never leave small parts in the pocket of your uniform.

MANPOWER DEVELOPMENT TRAINING PROGRAM
BROOKLYN ADULT TRAINING CENTER

Basic Education Department

ASA - E. & D.

HOUSEKEEPING CHORES

Every service station must be kept neat and clean. This is important not only for the customers, but for the people who work in the station as well. In most stations, the housekeeping chores, or clean-up jobs are shared by all the attendants. The men take turns at cleaning and sweeping the station and washrooms. There are touch-up paint jobs, window-washing, and the maintenance of tools and equipment. These chores are usually shared too.

Cleaning up is part of almost every job, in every shop. A boss expects the men to clean up after themselves. This is even true of very skilled mechanics in machine shops, in metal shops, and in almost every industry.

In an auto service station the clean-up chores are usually shared by all of the attendants. The man who is a sloppy worker will get into trouble not only with the boss, but with the other men in the shop. Nobody likes to use a washroom that has been left in a mess by somebody else. Nobody likes to go looking for tools that have not been cleaned properly or replaced after used. This kind of sloppiness gets on everyones nerves and usually leads to trouble.

HOUSEKEEPING CHORES

QUESTIONS

1) Clean-up chores are _________ by all the attendants.

2) Neatness and orderliness on the part of an attendant is important because:

    a) the boss will be pleased.
    b) the customers will not see the mess.
    c) it makes the station work easier and smoother for all the attendants.

3) In an auto service station, cleaning up is part of the attendant's job even after he is broken-in. True or False?

4) If small parts are not kept together, the attendant will have trouble finding them when he has to _________ the job.

5) Nobody likes to work with a __________ attendant.

MANPOWER DEVELOPMENT TRAINING PROGRAM
BROOKLYN ADULT TRAINING CENTER

Basic Education Department ASA - E. & D.

HOUSEKEEPING CHORES

QUESTIONS

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4) If small parts are not kept together, the attendant will have trouble finding them when he has to _________ the job.

5) Nobody likes to work with a _________ attendant.

TEACHER'S OUTLINE a.s.a.-"E and D"

LANGUAGE LESSON FOR HOUSEKEEPING CHORES #8

II. BLACKBOARD SENTENCES:-

1. The motor housing was made of heavy steel which can take a lot of wear and tear.

2. Outside paint usually contains lead which makes it tough and strong.

3. The warehouse was out of supplies.

4. Customers will not come back to a station that charges outrageous prices.

5. The shop layout is designed to make work easier and more convenient.

MANPOWER DEVELOPMENT TRAINING PROGRAM

BROOKLYN ADULT TRAINING CENTER

TEACHER'S OUTLINE a.s.a.-"E and D"

LANGUAGE LESSON FOR HOUSEKEEPING CHORES #8

I. BLACKBOARD EXERCISE:- Compound words-"ou" forms

housekeeping duties
household supplies
housewares department
housewrecking team
housemaid's chores

warehouse supplies
tool storehouse
county courthouse
hothouse flowers
30 days in the workhouse

* housing authority
* motor housing

"out"

outgoing orders
outside paint
course outline
outrageous prices
work outfit
outboard motor

daily workout
without pay
power blackout
shop layout
tire sellout
high school dropout

out - prefix meaning to do better or more

outsell the competitor
outsmart the teacher
outwork the boss

outdo the best of them
outlast the cheaper brand
outwear all other tires

MANPOWER DEVELOPMENT TRAINING PROGRAM

BROOKLYN ADULT TRAINING CENTER

TEACHER'S OUTLINE a.s.a.-"E and D"

HOMEWORK ASSIGNMENT FOR HOUSEKEEPING CHORES #8

NAME______________________CLASS_______DATE_______TEACHER_____________

FILL IN the compound word that fits the sentence:-

1. A coffee shop that sends out food orders has an _______________ _______________ department.

2. The design of a shop is also called the shop _______________.

3. A brand that lasts longer than others is said to _______________ the other brands.

4. A person who does not complete school may be described as a school _____________________.

5. A place in which supplies or merchandise are stored is called a __________________ or a _______________.

MANPOWER DEVELOPMENT TRAINING PROGRAM
BROOKLYN ADULT TRAINING CENTER

Basic Education Department

ASA - E. & D.

Teacher's Guide

I. Blackboard Phrases to Introduce:

THE GASOLINE PUMP

the main attraction
buried underground
the size limit
register the correct amount
squeeze the nozzle
power the pump

cemented and bolted down
an electric motor
automatic adding machine
check the pump figures
static electricity
the hose connection

II. Blackboard sentences.

1) The size limit on the storage tanks is set by the Fire Department.

2) The numbers on the pump are like an automatic adding machine or register which both the customer and the attendant must watch.

3) To operate a gas pump you must first push a small lever or button on the side of the pump, near the hose connection.

4) The handle must be turned half way to put the electricity on.

5) An automobile which has been driven through the streets builds up a certain amount of static electricity.

MANPOWER DEVELOPMENT TRAINING PROGRAM

Basic Education Department

ASA - E. & D.
T.O. # 9

THE GASOLINE PUMP

The main business at any auto service station is, of course, the sale of gasoline fuel. The pumps on the island are therefore the main feature, or the main attraction of the station.

The storage tank for each pump is buried about ten feet underground. Each storage tank holds 550 gallons of gasoline. There is no difference in the size of storage tanks. They are the same whether they are located in a small gas station or in a large one. A large station will have more tanks, but each tank holds no more than 550 gallons.

The size limit on the tank is set by the Fire Department. The law does not permit larger tanks.

The gasoline pump is cemented and bolted down on the pump island. It cannot be pushed down or blown down by a strong gust of wind.

Inside the gasoline pump there is an electric motor. Power for this motor comes from inside the station office. The motor operates the pump, forcing the gasoline from the storage tank below, to come up. Without the motor to power the pump, the gas will not flow. The motor should be checked and kept in good working condition at all times.

Inside the pump are the gears that operate the numbers on the face of the pump. These numbers are like an automatic adding machine or register which both the customer and the attendant must watch. The pump should register the correct amount of gasoline which goes in and the cost. The numbers also act as a cash register and helps an attendant keep track of the amount of gasoline he has sold for the day.

An attendant needs to keep track of the amount of gasoline which he has sold for the day. He can check his sales by writing the numbers in the machine at the beginning and end of each day. If the pump shows that there are 450 gallons of gasoline in the morning, and 375 at night, when he leaves, then the difference between these numbers is the amount of gasoline which has been sold. In this case, the amount sold would be 75 gallons. An attendant must keep a record of his sales by checking the pump figures, just as a salesman checks his cash register in the morning and at the end of the day.

The key for the pump is usually held by the employer. Only he can open the pump to change the figures. Once the price is set, the pump does not have to be opened.

To operate a gas pump you must first push a small lever or button on the side of the pump, near the hose connection. Once the button is pressed, the attendant must check the figures on the face of the pump to be sure that they are all set at zero. The pump cannot work unless all the figures are set at zero. If there is any question about the numbers, call the manager or boss.

Once the numbers are set, the pump is ready for action. The attendant should take the hose and nozzle out of the pump recess. Near the hose recess there is a small handle or bar. This handle must be turned half way to put the electricity on. Then the motor starts to operate and the pumping of gasoline can begin.

The attendant holds on to the end of the hose with the nozzle on it. He inserts the nozzle into the gas opening of the car. The attendant must squeeze the nozzle for the gas to begin to flow. The harder he squeezes, the faster the gas will flow. An attendant must get the feel of this, and with a little practice he can control the flow very easily.

If the nozzle is automatic, special care must be taken when it is inserted. With an automatic nozzle the gasoline may spill. This is a waste and an expense to the station and the customer. It is also a dangerous fire hazard.

SAFETY AT THE PUMP

The engine should be turned off in the automobile before gas is dispensed. The attendant should see to it that there is no smoking or lighted flame anywhere near the pump. These safety rules are the law, and any person who does not follow these laws can be fined $500 and get 6 months in jail, or both. Breaking these safety laws is dangerous and costly.

Be sure to get the nozzle grounded in the filler neck of the car. This will prevent sparking. An automobile which has been driven through the streets builds up a certain amount of static electricity. When the gasoline nozzle makes contact with the car, a spark can go off which may result in an explosion.

Do not spill any gasoline on the car or on the ground. Gasoline will harm the car finish and may catch fire if it comes in contact with a hot surface. If gasoline leaks on the car, get a pail of water to pour over it so it will not harm the paint finish. Water poured on the spilled gasoline also helps to get rid of the gas fumes.

MANPOWER DEVELOPMENT TRAINING PROGRAM

sic Education Department ASA - E. & D.

THE GASOLINE PUMP #9

QUESTIONS

1) A large gas station has extra-size tanks to take care of its business. True or False?

2) The gasoline pump is _________ and ___________ down on the island.

3) The electric motor in the pump:

   a) powers the pump, forcing the gasoline up.
   b) keeps the gas from overflowing.
   c) is a safety device.

4) The pump cannot work unless all the numbers are set at ___________.

5) With an automatic nozzle, there is a danger that the gasoline may __________.

MANPOWER DEVELOPMENT TRAINING PROGRAM

A.S.A.-"E and D"

#9

LANGUAGE LESSON FOR THE GASOLINE PUMP

1. BLACKBOARD PHRASES: short forms of "u"

um	up	us
the numbers on the meter	car upholstery	greet the customer
check the pump	ruptured hose	suspension system
oil company	auto supplies	internal combustion engine
bumper jack	supplementary income	rust and sludge
minimum wage	brass couplings	trust the customer

prefix un - means not	prefix under - means below
unlocked register	underneath the hood
unpaid bills	undersell the competitors
unfilled gas tank	winter underwear
unused parts	underground gas tanks
unlimited supply	underpaid workers

2. BLACKBOARD SENTENCES:

1. The attendant must always be careful to protect the car upholstery from grease and oil stains.
2. The minimum wage for an auto service station attendant is $1.50 an hour, or $60.00 for a forty hour week.
3. The bumper jack is used to lift the car when a tire change is made.
4. An attendant may earn supplementary income through commission on sales and tips.
5. Gasoline is considered a very good fuel for an internal combustion engine.

MANPOWER DEVELOPMENT TRAINING PROGRAM

A.S.A. - "E and D" #9

HOMEWORK ASSIGNMENT "THE GASOLINE PUMP"

NAME______________________ CLASS___________ DATE________ TEACHER_________

FILL IN THE CORRECT ANSWER:-

1. The oil must be changed regularly so that harmful ___________ and ___________ will not get to the engine.

2. While the car is standing at the pump, the attendant should inspect the parts ___________ the ___________ .

3. An engine in which the fuel is burned within is called an ___________ ___________ ___________.

4. An attendant's income over and above his hourly pay, is called ___________ ___________ .

5. Before gas is pumped into the customer's car, the attendant must check to see that the ___________ ___________ ___________ ___________ all read zero.

I. Blackboard phrases to introduce:

GASOLINE - HOW DO WE GET IT?

the main action
most important industry
special properties
internal combustion engine
premium gasoline
the engine's cylinders
block the flow of fuel
vaporizing in the gas tank
low air pressure
different blends
prevent vapor block
high compression engine

II. Blackboard sentences.

1) Modern industry depends on transportation and movement.

2) Gasoline is very well suited to an internal combustion engine.

3) Special gasoline is sometimes called premium gas, and costs more.

4) For almost every kind of driving condition, there is a special gasoline designed to help the engine work best.

5) Engine noise is the result of improper burning in the engine's cylinders.

GASOLINE - HOW DO WE GET IT?

The sale of gasoline is the main business of the service station. Of course there are many other services and sales which take place at a station, but the main action takes place at the pump.

The gasoline business is one of the largest and most important industries in the world. It has been said that wars are won as much by gasoline as by guns. The reason for this is that modern war, like modern industry, depends on transportation and movement. This movement of cars, trucks, and other vehicles, depends on fuel. Gasoline is the main fuel.

There are several sources of gasoline. The major source is petroleum. In England, the name used for gasoline is petrol. Gasoline has special properties which make it a very suitable fuel for an automobile engine, for airplane engines, and for motor boat engines. Because it burns quickly and burns very hot, gasoline is very well suited to an internal combustion engine. The auto, the airplane, and the motor boat all have internal combustion engines.

Since there are different kinds of internal combustion engines, and many different conditions under which each engine is used, there are also many different kinds of gasoline. Gasolines are made to fit many different situations and conditions.

SPECIAL OR REGULAR?

A driver pulling up to a service station pump for gasoline will be asked if he wants "special" or "regular" gas. Special gasoline is sometimes called premium, and costs more. The attendant will fill the tank with the type of gas which the customer wants.

The chief difference between regular and special gasoline is in the amount of anti-knock compound which each contains. Special gasoline contains more anti-knock compound. The more compound the higher the octane number. The octane number is a way of measuring the amount of 'knock' or 'ping' of the engine as the fuel burns. Engine noise is the result of improper burning in the engine's cylinders. Usually a knock or a ping means that the gasoline is not exactly right for the engine. A high compression engine needs high octane fuel to operate without knocks or pings.

MADE TO ORDER GASOLINE

Gasolines are "made to order" for all kinds of engines, and for all kinds of weather conditions. Gasolines are specially made for hot and cold climates, for high and low altitudes, and for all of the seasons of the year. For almost every kind of driving condition, there is a special gasoline designed to help the engine work best.

For very hot climates chemists have made a gasoline which can take a great deal of heat before it begins to steam. When gasoline gets hot enough to turn to steam or vapor, it blocks the flow of fuel to the engine. The vapor will cause the engine to stall. Gasoline that turns to steam or vapor is also a waste of fuel. Evaporation, or vaporizing in the gas tank, causes a loss of gas, just as evaporation causes a loss of water in a water tank.

In order to slow down the evaporation of gasoline in hot weather, a special combination of gasolines was made.

Gasolines for winter use, or for use in cold climates, are designed to increase the speed of burning, making for quicker engine starts in freezing weather.

Special gasolines are available for use in mountain regions, because of the low air pressure in high altitudes. The gasoline is designed to slow the evaporation of the gasoline and prevent vapor-block.

Some gasoline refineries produce as many as twenty different blends of gasoline to meet different kinds of conditions.

MANPOWER DEVELOPMENT TRAINING PROGRAM
BROOKLYN ADULT TRAINING CENTER

Basic Education Department ASA - E. & D.

Name________________Class__________Date____________Teacher____________________

GASOLINE - HOW DO WE GET IT?

QUESTIONS

1) Gasoline is good for internal combustion engines because it is:

    a) slow burning
    b) fast burning
    c) very cheap

2) The more anti-knock compound in a gasoline, the ___________the octane number.

3) A knock or a ping usually means that the gas tank is low. True or False?

4) Another word for steam is:

    a) evaporation
    b) hot water
    c) vapor

5) The place where gasoline is blended and prepared for use is called:

    a) the oil tanker
    b) the main station
    c) a refinery

MANPOWER DEVELOPMENT TRAINING PROGRAM

A.S.S.A. - "E and D" T.O. #10

Language Lesson "Gasoline - How Do We Get It?"

1. Blackboard Phrases:

braking action
special or premium gas
high compression engine
low air pressure
driving conditions
shock absorbers
machine shop

sound of "sh"

official inspection
dangerous situations
auto service station
engine lubrication
moving violation
modern transportation
water evaporation

ship - ending

business partnership
station ownership
good salesmanship
neat workmanship
credit club membership
hardship driving conditions

11. Blackboard sentences:

1) Good salesmanship will put extra money in an attendants pay check.
2) It is important to check the drivers credit club membership before filling out the credit slip.
3) Winter driving conditions are a hardship, and cause wear and tear on a car.
4) The radiator and battery should be checked for water evaporation.
5) Worn shock absorbers are both harmful and dangerous to a car.

MANPOWER DEVELOPMENT TRAINING PROGRAM

A.S.A. - "E and D" T.O. #10

Homework Assignment **"Gasoline - How Do We Get It?"**

Name____________________Class______Date_______Teacher__________________

Fill-in

1. High Octane gas is often referred to as_________________ or premium gas.
2. Winter driving conditions are a ____________________on a car.
3. The water level in the radiator and battery may fall due to ______________.
4. When there is more than one owner in a business, it is usually called a ____________________.
5. ____________________ _________________ is very important in the proper maintenance of a car.

MANPOWER DEVELOPMENT TRAINING PROGRAM

A.S.A. - "E and D" # 11

Teacher's Guide

I. Blackboard phrases for: The Phony Excuse

out of breath
more than an hour late
terrible stomach cramps
doubled up with pain
the home-made remedies
he pushed his luck
understanding and sympathetic
the boy's condition
wrapped in a blanket
hospital emergency room
the boss had warned him
those phony excuses
nobody would believe him
what a rotten break

II. Blackboard sentences:

1. When he ran into the shop, he was completely out of breath.
2. The child was doubled up with pain.
3. The parents tried all of their home-made remedies on the sick child.
4. The boss was mad at him instead of being understanding and sympathetic.
5. He was sorry now about all of those phony excuses.

MANPOWER DEVELOPMENT TRAINING PROGRAM
BROOKLYN ADULT TRAINING CENTER

Basic Education Department
Reading Comprehension

Art - E. & D.

THE PHONEY EXCUSE

Ed Gibbs ran into the auto service station. He was out of breath because he had run all the way from the subway station. The subway was three long blocks from the Esso station on Marcy Avenue where Ed had worked for almost three months. Ed was more than an hour late for work.

It had been a terrible morning for Ed. Everything had gone wrong. He had been up half the night with his son, Jimmy. In the middle of the night Jimmy woke up with terrible stomach cramps. He was doubled up with pain. He woke the whole house up with his cries.

For hours Ed and his wife tried all of the home made remedies they knew. But nothing seemed to help. The cramps continued for hours. Finally, Ed and his wife became frightened by they boy's condition and decided that they had to have a doctor look at him.

Ed and his wife wrapped Jimmy in a blanket and took him down to the car. They were going to the hospital to have the doctor look at Jimmy. The boy cried all the way to the hospital. He cried half out of pain and half out of fear of going to the hospital. After waiting for an hour in the hospital emergency room, the doctor finally examined Jimmy. He could not find anything seriously wrong with the boy and gave him a pill. He sent them home with instructions to put the boy to bed, feed him light foods, and bring him back for x-rays as soon as he was better.

By the time Ed got home, he was dead tired. He had been up most of the night, and he was now late for work.

Being late for work was nothing new for Ed. He was late at least once a week. The first few times nobody in the station said anything to him. But the last time he got more than just a dirty look from the boss. The last time he had come late the boss had warned him that another lateness might mean his job.

This was the first time that Ed had a real good excuse for being late, but he was worried anyway. He wondered whether the boss would believe this excuse after all of the phoney excuses he had used before.

The last few times he had given those phoney excuses, he could see that the boss didn't believe him. He knew there was something wrong with his excuses when the men smiled as though they didn't believe him either. It was funny how he was always in the position of having to let about his lateness.

Ed had the feeling that he had pushed his luck too far the last time. Now, when he had a real good reason for his lateness, he was afraid nobody would believe him.

Ed walked straight into the office to talk to the boss when he got to work. He had to tell him about his troubles. But instead of being understanding and sympathetic about Jimmy's illness, the boss just shook his head. He told him that he was fired before Ed could even tell the whole story about his miserable night.

Ed left the shop with a sick feeling in his stomach. What a rotten break. The first good reason for being late, and he never even got a chance to tell it.

MANPOWER DEVELOPMENT TRAINING PROGRAM
BROOKLYN ADULT TRAINING CENTER

Basic Education Department
Reading Comprehension

ASA - E. & D.

Name__________________Class_________Date___________Teacher______________________

THE PHONY EXCUSE

QUESTIONS

1. Ed Gibbs was out of breath because:

   a) he was overweight.
   b) he had run all the way from the station.
   c) he was carrying a heavy suitcase.

2. Ed Gibbs was late because he had overslept. True or False?

3. Ed and his wife drove Jimmy to the ______________.

4. The child cried all the way, half out of ________________, and half out of ____________.

5. The boss refused to listen to Ed because:

   a) he was too busy.
   b) he trusted Ed.
   c) he had heard so many lies before.

MANPOWER DEVELOPMENT TRAINING PROGRAM

A.S.A.-"E and D" #11

LANGUAGE LESSON FOR THE PHONY EXCUSE

1. BLACKBOARD PHRASES: (long "u" sounds)

replace the fuse
purified water
job with a future
chassis lubrication
heavy duty oil
social security benefits
service manual
regular gas
engine tune-up
Buick hard top
Purolator oil filter
union dues
Motor Vehicle Bureau
durable parts
manufacturers instructions
adjust the carburetor

ure endings

human nature
mature people
secure job
job tenure
good posture
gas mixture

2. BLACKBOARD SENTENCES:

1. The manufacturers instruction manual recommended a heavy duty oil for winter use.
2. Some unions have a check-off system for union dues.
3. The car seemed to ride smoother and better after the chassis lubrication.
4. An application for a learner's permit must be made at the office of the Motor Vehicle Bureau.

LANGUAGE LESSON FOR THE PHONY EXCUSE

BLACKBOARD SENTENCES: (Cont'd.)

5. The water for the radiator must be distilled or purified.

6. It is often better in the long run to take a job which offers security or tenure rather than a higher paying job with no tenure!

MANPOWER DEVELOPMENT TRAINING PROGRAM

A.S.A.-"E and D" #11

HOMEWORK ASSIGNMENT THE PHONY EXCUSE

Name______________________ Class_______ Date_______ Teacher__________

FILL IN THE CORRECT ANSWER:-

1. Parts of an automobile which are made to last a long time may be described as ______________ ______________.

2. Gasoline companies blend ingredients to make a ______________ _________________ that is specially suited to weather conditions.

3. A learner's permit must be obtained from the local _____________ _________________ _________________.

4. Longer wear and better performance can be expected when the car is given a _________________ ________________ regularly.

5. Some people are more interested in ______________ ______________ than in higher pay.

I. Blackboard phrases to introduce:

LIFTING THE CAR

a convenient position
inspect the braking system
heavier vehicles
place the horses correctly
work on the exhaust system
tracks running alonside each other
a locking mechanism
compressed air power
both ends are collapsible
remove a muffler
the responsibility of the attendant
servicing and maintaining

II. Blackboard sentences.

1) Horses are adjustable and a three ton horse can lift a car up to 18 inches off the ground.

2) The safety of the man working on the car depends upon these horses.

3) There is always the danger of leaking gas or oil and of falling dirt.

4) There are three standard lifts found in most stations.

5) The lift is always used for work on the exhaust system, and for lubrications and grease jobs.

6) Both ends of the adjustable lift are collapsible.

LIFTING THE CAR

There are many different kinds of equipment in the auto shop which are designed to position the car in a way that is most convenient for the job that has to be done. These pieces of equipment, which range from small jacks to large lifts, are intended to raise a part of the automobile off the ground, so that work can be done on a part of the car.

A bumper jack is attached to the front or rear bumper of the car usually to raise the car for a tire to be changed. If a wheel must be removed to inspect the braking system, and the car has been raised with the jack, horses should be placed in position under the A frame. The horses provide good support and will hold the car in a steady and firm position. The most commonly used horse will hold up to 3 tons. Horses are adjustable, and the 3 ton horse can hold a car as high as 18" off the ground. For heavier vehicles, a 5 ton adjustable horse can be used.

The proper placement of the horses is very important. The safety of the man working on the car depends upon these horses. He must place the horses correctly, under the A frame, and be sure that the car sits steady and does not rock. Once the attendant is sure that the horses are in place, he can move under the car on a creeper safely and concentrate on the work that has to be done.

While under the car, there is always the danger of leaking gas or oil, and of falling dirt particles. Goggles which will protect the eyes from anything that falls, should be worn while in this position. If the fuel pump has to be removed there is certainly going to be leakage, and protection of the eyes is absolutely necessary.

There are three standard lifts found in most stations. The lift is always used for work on the exhaust system, for a lubrication or grease job. Cars are built so low today, that many jobs require the use of a lift.

Drive-on Lift has two tracks running parallel or alongside each other. The wheels are driven onto the tracks and the lift operation is ready to begin. The center post on the drive-on lift is equipped with a locking mechanism. The lifting is done by compressed air. It takes a few minutes of operation before the lock is set. Even if the compressed air power should fail after the lock is set, the lift cannot fall.

The Adjustable Lift has grips which can be adjusted to the length and width of any car. The lift is in the shape of a double Y with a center post. Both ends are collapsible so that the front end or the rear end can be kept free for work. Front end jobs and rear end jobs are usually performed on the adjustable lift.

The Double Lift is used when either the front end or the rear end need to be worked on separately. Both ends can be elevated together. The double lift also has no center post making it very convenient for work on the exhaust system. With the center free it is easier to install or remove a muffler and tail pipe assembly.

The Four Poster Lift - This lift, found in only some stations, has four posts which support the raised auto. Transmission work is made easier with this lift because it leaves free working space under the entire car.

The lifts in a service station are a very important part of the auto service equipment. They are also among the most expensive pieces of equipment found in the shop. Proper maintenance of the lifts is part of the responsibility of the auto service attendant. Lifts need to be kept clean and properly lubricated, if they are to work efficiently. In many shops maintenance of lifts is done on a rotating basis, as are other housekeeping chores. Each attendant has a turn at servicing and maintaining the lifts.

The area around the lifts has a tendency to get very dirty. Grease and oil and fuel leaks are often found where there is work on the car. If the area gets oily or greasy, a compound should be spread around to absorb the grease. In a well-run auto shop, the compound would be spread around at the end of the work day, and swept up in the morning.

MANPOWER DEVELOPMENT TRAINING PROGRAM
BROOKLYN ADULT TRAINING CENTER

Basic Education Department

ASA - E. & D.

Name____________________ Class__________ Date____________ Teacher____________________

LIFTING THE CAR (QUESTIONS)

1) A bumper jack is used to lift the car for:

    a) a lubrication
    b) a rear end job
    c) tire changes

2) The horses can hold a car, no matter how they are placed. True or False?

3) Almost all jobs need a lift today because:

    a) most cars are built very low today
    b) it is safer
    c) the attendant cannot do any job without it

4) The double lift is convenient for work on the exhaust system because it has no __________ ___________.

5) The most expensive pieces of equipment in the shop are:

    a) the power tools
    b) the lifts
    c) the testing machines

MANPOWER DEVELOPMENT TRAINING PROGRAM

BROOKLYN ADULT TRAINING CENTER

TEACHER'S OUTLINE A.S.A.-"E and D"

LANGUAGE LESSON FOR LIFTING THE CAR #12

"au" FORMS

BLACKBOARD PHRASES:-

falling pieces
small jacks
always a danger
stalled car
alternating current
exhaust system
hydraulic brakes
automobile mechanic
authorized dealer
automatic transmission
awkward position
hand saw
claw hammer

BLACKBOARD SENTENCES:-

1. The attendant should always protect himself against falling pieces, especially when he is under the car.
2. The lift is always used for work on the exhaust system and for lubrication jobs.
3. Most auto shops have a laundry service for towels and attendants' uniforms.
4. Automatic transmission saves the driver the job of shifting gears manually in forward speeds.
5. Small jacks are used for tire changes.

MANPOWER DEVELOPMENT TRAINING PROGRAM

BROOKLYN ADULT TRAINING CENTER

Basic Ed. Dept. A.S.A.-"E and D"

TEACHER'S OUTLINE LIFTING THE CAR #12

HOMEWORK ASSIGNMENT:-

NAME__________________CLASS__________DATE__________TEACHER__________

1. Traffic was backed up on the highway for over a mile because of a __________ __________ in the right lane.

2. An attendant who is very good at his job may someday become an __________ __________ if he takes special training.

3. Work on the muffler, tail pipe, or any other part of the __________ __________ must be done with the help of a lift.

4. Most electrical appliances in the United States operate on __________ __________, rather than on direct current.

5. __________ __________ cannot operate without fluid in the master cylinder.

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Basic Education Department

ASA - E. & D.

I. Blackboard phrases to introduce:

DANGER SPOTS IN THE SHOP

on a creeper

the danger of falling pieces

the compressed air hoses

safety devices

a serious injury

sharp edges

invitations to danger

the flesh of your hand

last you a lifetime

the proper lighting device

dirt and grease

prevent eyestrain

fire extinguishers

you risk your life

II. Blackboard sentences.

1) Even though the lifts have safety devices, great care must be taken when using them.

2) Protect your eyes from dirt and grease when you are working.

3) If you smoke on the job, you risk not only your job, but your life.

4) The proper lighting device will prevent eyestrain.

5) Fire is always a danger where there is gasoline, oil or grease.

DANGER SPOTS IN THE SHOP

When you are working with heavy machinery and heavy parts, there is always the danger of falling pieces and of injury. Imagine how it would feel to have a car slip off the horse while you were on a creeper underneath! If you fail to check that the car is sitting on the horses properly, you may find the car on top of you.

The tools that are used in the shop, the wrenches, hacksaws, hammers, the jacks, the compressed air hoses, must all be handled carefully. Even though the lifts have safety devices built into them, great care must be taken when using them.

Picture how it would feel to have a large wrench fall on your toe or foot. You might suffer a serious injury, even if you are wearing the proper shoes. Oil can spouts have sharp edges. If you are careless you might find yourself cutting into the flesh of your hand instead of the can of oil.

The one pair of eyes that you have must last you a lifetime. Protect them from dirt and grease when you are working. Light up the part of the car on which you are working with the proper lighting device. It will prevent eyestrain and also will let you see what you are doing.

Fire is always a danger where there is gasoline, oil, or grease. Every station must be equipped with fire extinguishers. Keep them handy when you are testing the engine. The few minutes you lose getting the fire extinguisher when you need it, may make all the difference in the world.

Smoking and lighting matches near the engine, near the pumps, or near the oil and grease are not only against the law, but are invitations to danger. If you smoke on the job you risk not only your job, but your life.

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BROOKLYN ADULT TRAINING CENTER

Basic Education Department ASA - E. & D.

Name____________________ Class____________ Date_____________ Teacher______________________

DANGER SPOTS IN THE SHOP

QUESTIONS

1) If you are wearing the proper shoes, you are fully protected against falling tools. True or False?

2) Special care must be taken with oil can spouts because:

    a) the oil will leak
    b) the cover comes off
    c) the spout and can have sharp edges

3) The lifts need to be handled with care even though they are equipped with:

    a) on and off switches
    b) locks
    c) safety devices

4) Proper lighting is needed to do a job well and to prevent _______________.

5) All gas stations keep _______________ _______________ close by in case of fire.

MANPOWER DEVELOPMENT TRAINING PROGRAM

A.S.A.-"E and D"

Language Lesson for: DANGER SPOTS IN THE SHOP #13

1. **Blackboard Phrases:** UR SOUND

the world of work

burst open

surprise ending

burning oil

keep your word

burnishing tools

spurting gas

turning the corner

urban development

urgent business

sturdy workhorse

furnished room

turbine engine

common courtesy

2. **Blackboard Sentences:**

1. The boss left the shop to attend to some urgent business.
2. It is always wise to slow down before turning the corner.
3. Common courtesy and a pleasant manner will help the attendant in getting along with the customers.
4. A turbine engine is a rotary engine that converts a moving gas or liquid into energy.
5. There are many different burnishing tools used to give a high polish to metals.

MANPOWER DEVELOPMENT TRAINING PROGRAM

A.S.A.-"E and D"

HOMEWORK ASSIGNMENT:

DANGER SPOTS IN THE SHOP #13

NAME____________________ CLASS________ DATE_________ TEACHER_________

1. If you fail to _________ _________ _________, people will not trust you.

2. __________ __________ are used to finish and polish metals.

3. A __________ __________ is a rotary engine.

4. A pleasant manner and __________ __________ will help a man get along on the job.

5. The differential gears steady the car when __________ __________ __________.

MANPOWER DEVELOPMENT TRAINING PROGRAM

TEACHER'S GUIDE A.S.A.-"E and D"

INTRODUCTORY BLACKBOARD PHRASES TO: THE HISTORY OF THE TIRE #14

make the difference

a smooth and comfortable ride

all shaken up

looked like doughnuts

solid rubber

pneumatic tire or air tire

cushion the bumps

cling to the rim

grips the road

strong and rugged

synthetic materials

tread designs

especially deep treads

better traction

puncture-proof tires

puncture-sealing

help prevent accidents

road gripping action

BLACKBOARD SENTENCES:

1. Many substitutes have been tried, but compressed air is still the best cushion.
2. The inner tube holds the compressed air, and the outer tire protects the inner tube.
3. The outer part must be strong and rugged enough to take the constant friction.
4. Synthetic materials were added to the rubber to make a stronger tire.
5. Snow tires provide better traction, or road gripping action, in snowy or slippery weather.

THE HISTORY OF THE TIRE #14

Tires are a very important part of the automobile. Not only does the car move along on them, but they can make the difference between a smooth, comfortable ride and a ride that is bumpy and leaves you all shaken up.

Automobile tires did not always look the way they do today. The first tires looked something like doughnuts. That is, they were made of solid rubber. They held to the road and lasted a long time, but they gave a nice smooth ride.

As cars became more powerful and began to go at higher speeds, there was a great need for a better kind of tire. The "air tire", or pneumatic tire, was developed. This was filled with compressed air to cushion the bumps. Since then, many substitutes have been tried, but compressed air is still the best cushion.

The first air tire was a single tube used on bicycles. This one tube had to hold the air, cling to the rim of the wheel, and also grip the road. It was later tried on automobiles, but it was not successful.

Then tire manufacturers had the idea of making the tire in two parts. One part holds the compressed air. It is called the inner tube. The other part fits outside. It attaches to the rim of the wheel, grips the road, and protects the inner tube.

This outer part, or casing, is considered to be the actual tire. It must be strong and rugged enough to be able to take the constant friction of the road. It has a design in the rubber which helps the tire grip the road better. This design is called the tread.

As automobiles were driven faster and faster, the tires were heated more in driving and wore out faster. Synthetic materials were added to the rubber to make a stronger tire, tread designs were changed so that less of the tire gripped the road. Later, designs were changed again to make tires skid-proof.

Tires with especially deep treads were developed for winter use. These snow tires provide better traction, or road gripping action, in snowy or slippery weather.

Blowout-proof tires with special inner tubes were designed. They did not lose their air immediately when they were punctured. This helped prevent accidents.

An even later development is a single tube tire called a tubeless tire. It not only gives the service of a regular outer tire and inner tube, but it is puncture-sealing and holds air better than the old steel tire and tube.

QUESTIONS

1. The first tires were made of:
    1. elastic
    2. solid rubber
    3. nylon
2. Better tires were needed when cars began to get more powerful and travel at higher speeds. TRUE or FALSE?
3. Another name for air tire is ____________ tire.
4. The best cushion for bumps is still:
    a) an inner tube
    b) compressed air
    c) a bicycle tire
5. When cars travel at high speeds, tires get:
    a) very hot from the friction
    b) worn out
    c) better treads

MANPOWER DEVELOPMENT TRAINING PROGRAM

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TEACHER'S OUTLINE A.S.A."E and D"

LANGUAGE LESSON FOR THE HISTORY OF THE CAR #14

y" i-

BLACKBOARD PHRASES:-

brake system

motor rhythm

six cylinder car

trouble symptoms

Plymouth sedan

crystal clear

mystery story

acrylic paint

gypsy cab driver

synthetic materials

station symbol

physical labor

BLACKBOARD SENTENCES:-

1. No car is safe unless the brake system is working properly.
2. A six cylinder car is usually more economical to run than an eight cylinder car.
3. A windshield should be wiped until it is crystal clear to give the driver a clear view of the road.
4. Synthetic materials are man-made materials.
5. An attendant should ask the driver about trouble symptoms in the car during service at the pump.

MANPOWER DEVELOPMENT TRAINING PROGRAM

A.S.A.-"E and D"

#14

HOMEWORK ASSIGNMENT "THE HISTORY OF THE TIRE"

FILL IN THE CORRECT ANSWER:-

1. The first tires looked like doughnuts and were made of

   ____________ ____________.

2. The air tire is filled with ____________ air which acts as a cushion.

3. A tire with ____________ ____________ cannot grip the road properly.

4. The addition of ____________ ____________ makes the tire stronger.

5. The two parts of the tire are:

   a) ________________

   b) ________________

MANPOWER DEVELOPMENT TRAINING PROGRAM

A.S.A. - "E and D" Teacher's Guide T. O. #15

Introductory blackboard phrases for:

GENERAL TIRE CARE

turn customers away
suspension system
shock absorbers and springs
misalignment of the wheels
proper inflation level
bald tires
periodic rotation
not only a convenience
improper inflation
build-up of pressure
air cushion tires
various stages
mounting and dismounting of tires
suggested patterns

Blackboard sentences:

1) Good tire service is not only a convenience, but very important for safety.
2) Some driving habits cause tires to wear out unevenly.
3) High-speed driving, fast turns on curves, improper inflation and the misalignment of wheels, will cause wear and tear on the tires.
4) As the car is driven, the friction between the tire and the road will heat the tire.
5) Checking tire pressure is particularly important with air cushion tires.

MANPOWER DEVELOPMENT TRAINING PROGRAM

A. S. A. - "E and D" #15

GENERAL TIRE CARE

Tire service is something that customers expect to get from their service station. You cannot turn customers away or do a poor job and expect to hold the customer's gasoline business. Good tire service is not only a convenience to the customer, but it is also very important for his safety.

The tires are part of the suspension system of the car, along with shock absorbers and springs. Good tires should absorb most of the road bumps that make for a rough ride.

Tires are expected to wear out in the normal course of time. But there are some things which cause them to wear out faster or to wear unevenly:- high speed driving; fast driving on curves or around corners; improper inflation; and misalignment of the wheels.

Performing some tire service, no matter how small, gives the attendant the opportunity to inspect a tire more closely. It can really "put the finger on" tire needs.

Good tire service includes these things:-

1. Regular checking for proper inflation level. This should be done when the tires are cool. As the car is driven, the friction between the tire and the road will heat the tire. This causes a buildup of pressure and may cause the tire to look over-inflated. Checking tire pressure is particularly important with air cushion tires. Make sure that both your hand gauges and tire inflators are accurate.
2. Correct repairing of tubes.
3. Correct mounting and dismounting of tires.

GENERAL TIRE CARE (Cont'd.)

4. Careful inspection of treads, sidewalls, casings, valves, etc. Look for "bald" tires, —tires where the tread is dangerously worn out. If any of these conditions are present, tires should be repaired or replaced before they become unsafe for driving.

5. Periodic rotation of tires. This will lengthen the life of the tire by making sure that each tire gets equal wear. Tires should be rotated every 5,000 miles.

QUESTIONS

1) Driving habits do not affect how long the tires will wear.

TRUE or FALSE?

2) The tires are part of the ____________ ____________.

3) You can lengthen the life of a tire by:

   a) Putting an extra pound of air in them

   b) Washing them regularly

   c) Careful driving and proper maintenance.

4) An attendant should make sure that the hand gauges and tire inflators are ___________ .

5) As long as you are not having any serious trouble with your old tires, you do not need to replace them.

TRUE or FALSE?

MANPOWER DEVELOPMENT TRAINING PROGRAM

A.S.A.-"E and D" T.C. #15

Language lesson for GENERAL TIRE CARE

1. BLACKBOARD PHRASES:- Prefixes meaning "not"

UN

wear out unevenly

unsafe car

unequal wear

unimportant matters

unbusinesslike manner

unpaid bills

IN

inconvenient hours

incorrect balance

incorrect change

incredible prices

insufficient air pressure

IM

improper inflation

impossible working conditions

immature employees

MIS

misalignment of wheels

misinformed attendant

misplaced auto parts

mismanaged station

2. BLACKBOARD SENTENCES:-

1. Unless the wheels are balanced and properly aligned, there will be unequal wear on the tires.
2. An attendant who fools around too much and acts in an unbusinesslike manner may lose his customer and his job.
3. The car will not ride properly if there is insufficient air pressure in the tires.
4. The attendant may have to work nights, holidays, and inconvenient hours on the job.
5. A careless attendant may have to spend unnecessary time looking for misplaced auto parts.

MANPOWER DEVELOPMENT TRAINING PROGRAM

A.S.A.-"E and D" T.O. #15

HOMEWORK ASSIGNMENT FOR GENERAL TIRE CARE

NAME____________________CLASS______DATE__________TEACHER________________

CHANGE THE FOLLOWING SENTENCES BY FILLING IN THE PREFIX THAT WILL MAKE "NOT":-

1. The station went out of business because there were too many ____paid bills.

2. A lot of time is wasted looking for lost or ____placed auto parts.

3. The mechanic could tell from looking at the tires that there was ____sufficient air pressure.

4. A car that is not properly serviced or repaired may become an ____safe car.

5. Some stations are open day and night and the attendants must work ____convenient hours.

A.S.A.-"E and D" T.O. # 16

HENRY FORD

From the time he was very young, Henry Ford was interested in mechanical things. He was born near Dearborn, Michigan in 1863. As a child he helped his father with the farm work, but he especially liked working with machinery. He often did repair work on watches and clocks without pay.

He made many sacrifices because of this interest in mechanics. When he was 16 years old, he walked to Detroit and got a job with a mechanic for $2.50 a week. His room and board came to $3.50. In order to get the extra money, he worked four hours every night for a watchmaker at $2.00 a week. Later, he worked in an engine shop, where he set up steam engines. Finally, he became an engineer at the Detroit Edison Company.

In 1903, Ford organized a company to manufacture automobiles. It was known as the Ford Motor Company. He started this company with $28,000 raised from friends and neighbors. They became stockholders in his company. Sixteen years later, a man who had invested $2,500 in Ford's company sold his shares for $30,000,000.

Ford's greatest contribution was that he showed how useful mass production methods could be in the automobile industry. He standardized every part of the automobile so that it could be turned out quickly and in great quantities. He then developed a belt system for assembling these parts quickly. This is known as the assembly line. With this system, he produced cars in such large numbers that they could be sold cheaply enough for the average man to buy.

QUESTIONS

1. Where was Henry Ford born?
2. What was his special interest?
3. When did he organize his auto company?
4. What was his greatest contribution?

MANPOWER DEVELOPMENT TRAINING PROGRAM

A. S. A. - "E and D" Teacher's Guide T.O. # 16

Blackboard Phrases to introduce:

HENRY FORD

mechanical things

especially liked

working with machinery

repair work

engine shop

Detroit Edison Company

friends and neighbors

greatest contribution

standardized the automobile

assembling parts

watches and clocks

many sacrifices

room and board

extra money

steam engines

manufacture automobiles

company stockholders

mass production methods

in great quantities

the average man

Blackboard Sentences:

1. Ford developed mass production methods which helped standardize the automobile.
2. He developed a belt system for assembling auto parts quickly.
3. A belt system is also known as an assembly line.
4. The Ford Motor Company was organized in 1903.
5. A man who had invested $2,500 in Ford's Company sold his shares for 30 million dollars sixteen years later.

MANPOWER DEVELOPMENT TRAINING PROGRAM

A.S.A. - "e and d"

i/t/a # 16

LANGUAGE LESSON: HENRY FORD

or

organized labor

Ford Motor Company

order a car

porcelain finish

peace corps

welding torch

large corporation

forged steel

iron ore

cold storage

or ending - the man who does the job -

doctor

mayor

calculator

contractor

distributor

mediator

arbitrator

estimator

depositor

educator

MANPOWER DEVELOPMENT TRAINING PROGRAM

A.S.A. - "e and d" T. O. #16

HOMEWORK ASSIGNMENT FOR: HENRY FORD

NAME____________________ CLASS__________ DATE________ TEACHER____________

1. The man who gives a rough figure on the cost of a job is called an ______________ .

2. The Ford Motor Company supplies cars to local ______________ all over the world.

3. A machine that can add, subtract, multiply and divide is called a ______________ .

4. The bank promised a gift to every new ______________ for the next week.

5. A state ______________ helped to settle the labor dispute between the company and the union.

HENRY FORD

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QUESTIONS

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2. What was his special interest?
3. When did he organize his auto company?
4. What was his greatest contribution?

MANPOWER DEVELOPMENT TRAINING PROGRAM

A. S. A. - "E and D" Teacher's Guide T.O. # 16

Blackboard Phrases to introduce:

HENRY FORD

mechanical things
especially liked
working with machinery
repair work
engine shop
Detroit Edison Company
friends and neighbors
greatest contribution
standardized the automobile
assembling parts
watches and clocks
many sacrifices
room and board
extra money
steam engines
manufacture automobiles
company stockholders
mass production methods
in great quantities
the average man

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MANPOWER DEVELOPMENT TRAINING PROGRAM

A.S.A. - "e and d" i/t/a # 16

LANGUAGE LESSON: HENRY FORD

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organized labor

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order a car

porcelain finish

peace corps

welding torch

large corporation

forged steel

iron ore

cold storage

or ending - the man who does the job -

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mayor

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contractor

distributor

mediator

arbitrator

estimator

depositor

educator

MANPOWER DEVELOPMENT TRAINING PROGRAM

A.S.A. - "e and d" T. O. #16

HOMEWORK ASSIGNMENT FOR: HENRY FORD

NAME____________________ CLASS__________ DATE________ TEACHER______________

1. The man who gives a rough figure on the cost of a job is called an ________________ .

2. The Ford Motor Company supplies cars to local ______________ all over the world.

3. A machine that can add, subtract, multiply and divide is called a __________________ .

4. The bank promised a gift to every new _______________ for the next week.

5. A state _______________ helped to settle the labor dispute between the company and the union.

MANPOWER DEVELOPMENT TRAINING PROGRAM
BROOKLYN ADULT TRAINING CENTER

Basic Education Department

ASA - E. & D.
Teacher's Guide

17

I. Blackboard phrases to introduce:

GENERAL AUTO MAINTENANCE

accessory auto products
stay in business
experienced auto owners
regular service
recommend his friends
protected from wear
parts that need lubrication
the manufacturer's directions
leakage on the floor
a good advertisement

applied generously
a complete oil change
engine crankcases
special collection service
cleaning compound
collection of trash
emptying the engine
insure proper service
protective mats
regular greasing

II. Blackboard sentences.

1) It is a mistake to think that there is more money to be made by not servicing a car well.

2) One of the most important services necessary for any machine with moving parts is greasing and lubrication.

3) Grease should be applied generously so that all parts are completely covered.

4) Too much oil will clog and harm the parts which are over-oiled.

5) The dirty oil that has emptied into the can is poured into a fifty gallon drum which is collected regularly.

GENERAL AUTO MAINTENANCE

An auto service station is in business not only to sell gas and oil and accessory auto products. Perhaps its most important business is selling service to the automobile owner. The experience of the auto service stations which stay in business for a long time is, that the better the service, the better the business, and the better the chance for the station to stay in business.

Experienced auto service station owners say that it is a mistake to think that there is more money to be made by not servicing a car well. The idea that some people have, that the more often a car breaks down, the more business a service station will have, is false. If a car that a station is servicing regularly, breaks down very often, the customer will probably take his business elsewhere. A customer who can feel the difference in the way his car rides after it has been properly serviced, will not only be a steady customer, but one who recommends his friends to the station.

Mechanics say, that one of the most important services necessary for any machine with moving parts, is greasing, or lubrication.

Moving parts must be greased regularly, or they will wear against each other and break down. When all moving parts are protected from wear by grease, they work better and last longer.

Compressed air forces the grease through the trigger handle into the parts that need lubrication. Grease should be applied generously so that all parts are completely covered. Excess drippings should be wiped away, but there is no danger from too much grease. Mechanics claim that you cannot over-grease.

Parts that need oiling, on the other hand, have to be treated more carefully. Too much oil will clog and harm the parts which are over-oiled.

Regular changes of oil are also very important to the maintenance of an automobile. Oil that gets dirty with use and age will thicken and become harmful to the engine. It is recommended that a complete oil change take place after each 2,500 miles.

In order to change the oil in the engine crankcase, the car must be jacked up. Some crankcases are reached more easily than others. If the oil crankcase is hard to reach, a flexible tube to pour the new oil must be used.

After the car is jacked up into position for the oil change, the plug is time and will insure proper service, at the proper time.

During a lubrication or an oil change, there is going to be leakage on the floor of the station, and sometimes on the inside or body of the car. Whenever possible, a covering should be used to protect the car from stains and dirt. A customer will not be happy about taking a stained and dirty looking car out of the station. He may decide that the work is as sloppy as the looks of the car.

All stations have protective mats to cover the different parts of the car. These mats should be used to avoid staining and damage to the body of the car while work is being done. It is worth the time to protect the car. After the damage is done, it may take a lot of time and work to clean up.

Most good stations will not turn a car over to its owner without cleaning it first. Oil and grease must be carefully removed from door locks so that the driver will not stain his clothes. Windows, upholstery, mirrors and the dashboard and floor should be cleaned when the work is finished.

A clean-looking car is a good advertisement for the work done at the station. It will make and keep a cust removed from the crankcase, and the old oil allowed to empty into a can. The dirty oil that has emptied into the can is then poured into a 50 gallon drum which is collected regularly. The collection of oil drums in a gas station works very much like the collection of trash. It is done regularly by a special collection service.

No matter how careful you are when you are emptying the engine crankcase of the dirty oil, some of it may drip onto the floor. A cleaning compound which looks very much like sawdust should be poured on the floor to absorb the dirty oil and keep the floor clean.

The engine crankcase should be refilled with new oil according to the manufacturer's directions. Cans with spouts are used to pour the oil.

The oil filter should be inspected each time the oil is changed. If the filter is clogged or dirty, it cannot do its job. Oil filters usually need to be changed after three oil changes.

Every car which is serviced should have a sticker attached to the inside of the door near the driver's seat. An attendant should note the date of the service and the kind of service given, so that the station and the car owner will have a record of the service. This saves

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Name____________________Class________________Date__________Teacher____________________

GENERAL AUTO MAINTENANCE

QUESTIONS

1) A station will lose business if the repairs and service are good. True or False?

2) The owner of a car that breaks down very often:

   a) will keep coming back for repairs.
   b) will go to another station to get better service.
   c) will sell his car and buy a new one.

3) Used and dirty oil is collected in ____________ __________ drums.

4) Grease should be applied ____________, so that all parts are completely covered.

5) A new car does not need regular maintenance and servicing. True or False?

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A. S. A. - "E and D" T. O. # 17

LANGUAGE LESSON for: GENERAL AUTO MAINTENANCE

1. Blackboard Phrases: er

get to work early

service the engine

personal property

starter trouble

cheaper product

Mercury Comet

perspiration odor

earn more money

er - comparison ending

cheap - cheaper

short - shorter

hard - harder

heavy - heavier

tough - tougher

strong - stronger

messy - messier

dirty - dirtier

er - referring to a job or profession

truck driver

carpenter

welder

lawyer

solderer

manufacturer

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A. S. A. - "E and D" T. O. #17

HOMEWORK ASSIGNMENT for: GENERAL AUTO MAINTENANCE

NAME____________________CLASS__________DATE__________TEACHER__________

1. A man who makes a living welding is called a ____________________.

2. It is not always wise to buy a product just because it is __________.

3. Special instructions for servicing each car are given in the

__________________'s manual.

4. Most stations are not responsible for ______________ ____________

left in the car.

5. Add "er" endings to the following words and write a sentence using

each word.

smart	dirty
wide	cool
happy	high

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#18

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I. Blackboard phrases to introduce:

THE LUBRICATION SYSTEM

engine lubrication
circulated through the engine
fine mesh screen
engine overhaul
oil pressure relief valve
engine damage
flows through the system
harmful matter
loss of oil pressure
flush out dust
dipstick markings
additional quart of oil
ventilation system
clogging with sludge

II. Blackboard sentences.

1) The oil strainer should be cleaned or replaced whenever the engine is overhauled.

2) The new oil filter seal should be checked carefully to avoid leakage and loss of engine oil pressure.

3) Water vapor and gases will form sludge in the engine crankcase if they are not removed.

4) From the dipstick, an attendant can tell the condition of the oil.

5) A gauge will warn the driver of low pressure.

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THE LUBRICATION SYSTEM

Several quarts of oil, stored in the crank case lubricate the moving parts of the engine.

The engine lubrication system has several main parts:

The oil pump is used to pump oil to all moving parts. All oil being circulated by the oil pump must first pass through a fine mesh screen, called the oil strainer. This strainer should be cleaned or replaced whenever the engine is overhauled.

An oil pressure relief valve is built into the system to prevent the building up of too much oil pressure. A gauge on the driver's instrument panel is used to warn of low pressures which could result in engine damage.

Oil becomes contaminated with particles of dirt, dust, and various other things as it flows through the system. Just as a cigarette filter is used to screen out harmful elements in tobacco, an oil filter is used to screen out these harmful particles in the oil. In order to work well, oil filters must be changed every 3,000 to 5,000 miles. The new oil filter seal should be checked carefully to avoid leakage and loss of engine oil pressure. At the same time the filter is changed, an oil change is recommended. This will also help in flushing out dust and other harmful particles.

The oil level stick, or dipstick, is an important part of the lubrication system. It is used to check for the proper oil level in the crankcase. The dipstick has markings on it which show when the crankcase is full and when oil needs to be added. By looking at the oil on the dipstick, an attendant can also tell something about the condition of the oil. The attendant should always bring the dipstick around to the customer so that he can see for himself why an oil change or an additional quart of oil is being recommended.

Water vapor and other gases will form sludge in the engine crankcase if they are not removed. A crankcase ventilation system removes these vapors. The breather cap and all other parts of the ventilation system, should be cleaned as recommended by the manufacturer to prevent clogging with sludge or dirt.

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Name________________**Class**________**Date**__________**Teacher**__________________

THE LUBRICATION SYSTEM

QUESTIONS

1. Lubrication is very important to the proper operation of:

   a) the radiator
   b) the ventilation system
   c) moving parts

2. The customer should never be bothered to look at the dipstick. True or False?

3. Water vapor and other gases will form _____in the engine crankcase, if they are not removed.

4. An important part of the ventilation system is the ______________

   ______________.

5. Three main parts of the lubrication system are:

   a)
   b)
   c)

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A.S.A. "E and D" T. O. #18

LANGUAGE LESSON for: THE LUBRICATION SYSTEM

1. Blackboard Phrases: ate → tion

operate	the operation
ventilate	the ventilation
radiate	radiation
circulate	circulation
lubricate	lubrication
vaccinate	vaccination
accelerate	acceleration
saturate	saturation
calculate	calculation
participate	participation

11. Blackboard sentences:

1. Mister Thomas did not understand how to operate the new lift. or

1a. Mister Thomas did not understand the operation of the new lift.

2. The oil must be allowed to circulate freely. or

2a. The oil must be allowed free circulation.

3. The customer asked the attendant to lubricate the engine. or

3a. The customer asked the attendant for an engine lubrication.

4. The mechanic warned the customer not to accelerate suddenly.

4a. The mechanic warned the customer about sudden acceleration.

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A.S.A. - "E and D" T. O. # 18

HOMEWORK ASSIGNMENT for: THE LUBRICATION SYSTEM

NAME____________________CLASS__________DATE_______TEACHER____________

Add the "ation" ending to the following words:

associate

gyrate

mediate

gravitate

fascinate

Write three sentences using three of the words you have made.

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I. Blackboard phrases to introduce:

ENGINE LUBRICATION #19

an uncomfortable irritation

relieve the pain

not properly lubricated

absorbing the heat

classified the oil

in the form of sludge

cream or ointment

have to be replaced

a thin coating of oil

oil viscosity

oil should be changed

engine wear and bearing failure

II. Blackboard sentences:

1. Engine parts would constantly have to be replaced if they were not properly lubricated.
2. Engine oil is measured by its thickness or its ability to flow.
3. After use, oil becomes full of water particles, and pieces of dust, dirt and metal.
4. To get good performance from a car, and to protect its engine, oil should be changed from time to time.
5. Under average driving conditions, it is recommended that the oil be changed every 1,000 to 2,000 miles.

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A.S.A.-"E and D" #18

ENGINE LUBRICATION

Have you ever worn a pair of shoes that were too tight or did not fit properly? Before long, the shoe, rubbing against the heel of your foot, can cause an uncomfortable irritation. Your skin is actually being worn away by the action of the shoe on your heel. This action is called friction. Friction produces heat and wear. A little cream or ointment applied to the sore spot will usually relieve the pain and make you much more comfortable.

An engine is made up of many moving parts. As they move against each other, a great deal of friction and wear take place. Engine parts would constantly have to be replaced if they were not properly lubricated. A thin coating of oil is used between all moving parts to prevent just such a situation.

Oil used in the engine has other jobs, too. It helps cool the engine by absorbing some of the heat given off when the engine is in operation. It also helps to clean the engine by absorbing dirt particles and holding them until they are drained out with the oil.

Engine oil is measured by its thickness, or its ability to flow. This quality is called viscosity. The American Petroleum Institute has classified oil according to the kind of service it gives. The three classifications are ML, MM, and MS. Oil marked ML is recommended for light service. MM is recommended for normal driving, and MS is designed for high speed driving and heavy service.

To get good performance from a car, and to protect its engine, oil should be changed from time to time. This is not because oil wears out with use. But it does become full of particles of water, gasoline, dust, dirt, and metal from engine wear.

ENGINE LUBRICATION

Some of these particles settle to the bottom of the oil pan in the form of sludge. The smaller, lighter particles are carried along with the oil. If they are allowed to stay in the lubricating system too long, these particles can cause quick engine wear and bearing failure.

The proper time to change the oil depends on three things: the condition of the car; driving conditions and driving habits; and weather conditions. Under average driving conditions it is recommended that the oil be changed every 1,000 to 2,000 miles. Driving in cold weather, under "stop and start" conditions, in the dusty city may make it necessary to change the oil as often as every 500 miles. On the other hand, on long trips, over good dust-free roads, the engine operates better and the oil can be changed every 2,000 to 4,000 miles.

QUESTIONS

1. Engine wear is caused by __________ between the moving parts.
2. Oil used in the engine also serves to:
    - a) speed the engine
    - b) slow up the engine
    - c) absorb some of the engine heat.
3. Oil wears out with use.

    TRUE or FALSE?
4. The thickness of oil is called its __________.
5. Oil changes are usually recommended every __________ to __________ miles.

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A.S.A.-"E and D" T. O. #19

LANGUAGE LESSON for: ENGINE LUBRICATION

1. **Blackboard Phrases:** the sound of "oi"

oil crankcase
skin ointment
employment office
doctor's appointment
employee benefits

truck convoy
destroy the engine
aluminum foil
clean the toilet
moisture proof

II. **Blackboard Sentences:**

1. When housekeeping chores are shared, everyone takes turns cleaning the toilet.
2. The men got increased employee benefits instead of a raise.
3. The attendant made a doctor's appointment for the evening, after work.
4. The doctor prescribed a skin ointment for his rash.
5. The men in the car wash department wear moisture-proof clothing.

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A. S. A.-"E and D" T. O. #19

HOMEWORK ASSIGNMENT for: ENGINE LUBRICATION

fill-in

NAME__________________CLASS_______DATE__________TEACHER_____________

1. A group of trucks traveling together is called a ______________ ______________ .

2. The doctor could not see him because he had forgotten to make an __________________ .

3. If the dirty oil is not changed, it will ____________ ____________ _______________.

4. The attendant should protect his eyes from leaking oil when he is draining the ________________ _______________.

5. ______________ ______________ clothing should be worn in damp or wet places.

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I. Blackboard phrases to introduce:

TROUBLESHOOTING

keep a sharp lookout
the customer complains
from the symptoms
make a diagnosis
locate the cause
special testing equipment
emergency treatment
refer a patient
the car specialist
check the areas
judge the cause of a breakdown
an accurate picture
the complete repair

II. Blackboard sentences:

1) It can't hurt to ask the customer how the car has been behaving.

2) From the symptoms, he knows what tests are needed to get to the cause of the trouble.

3) You will also learn to use many pieces of testing equipment like the hydrometer, the battery check, the volt and ampere tester.

4) There are times when the cause of the trouble is too complicated for the attendant to handle.

5) An attendant refers the car to the car specialist, the mechanic, when he finds trouble he cannot handle.

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TROUBLESHOOTING

A good attendant has the opportunity to look for and find trouble spots in a car while it is being serviced at the pump. But, in addition to keeping a sharp lookout for trouble spots, it can't hurt to ask the customer how the car has been behaving, and whether it has given him any trouble lately.

If the customer complains that the car has been acting funny, or that there seems to be something wrong somewhere, this is an opportunity for the attendant to check to find what is wrong.

If a man goes to a doctor with complaints about pain in his chest, the doctor begins to check what he thinks may be the cause of the chest pain. He has some ideas about the cause of the trouble before he begins to make the tests. From the symptoms, he knows what tests are needed to get to the cause of the trouble.

In the same way that a doctor makes a diagnosis of an illness, troubleshooting is used to find the cause of a car's breakdown.

Troubleshooting is usually done before the car is taken apart. This is done so that the customer will have an estimate or an idea about the size of the repair bill. Troubleshooting helps to locate the cause, and saves time on the repair.

There are two types of troubleshooting. In one type of troubleshooting, the attendant will judge the cause of the breakdown without using testing equipment. If he suspects the cause of the failure, he can then check the car with special equipment. The use of modern equipment gives you an accurate and exact picture of the trouble.

But there are times and situations when it is impossible to do a complete test, and a quick test has to be made. Special hospital testing equipment cannot be taken to the scene of an accident, when a patient has to be given emergency treatment. The same is true for a car. If the car is stuck on the road, a quick test is the best service that can be given.

When the car is brought into the station, it will be possible to make all of the necessary tests, to check the cause of the breakdown. The complete repair can then be made.

There are many quick tests for trouble which you will learn to do. You will also learn to use many pieces of testing equipment, like the hydrometer, the battery check, the volt and ampere tester, to check the output of the generator.

But there are times when the cause of the trouble is too complicated for the attendant to handle. In such cases, the help of the manager or station mechanic is needed. A doctor will refer a patient to a specialist for special treatment, after he has found that he cannot treat the illness. An attendant refers the car to the car specialist, the mechanic, when he finds trouble he cannot handle.

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Name_______________ Class__________ Date__________ Teacher____________________

TROUBLESHOOTING

QUESTIONS

1) Troubleshooting helps to locate the ____________ of car trouble, and saves time on the repair.

2) If a car is stuck on the road, the attendant should:
   - a) give the car a complete check
   - b) make a call to a towing service
   - c) do a quick test to find the trouble

3) To check the output of the generator, an attendant should use:
   - a) the hydometer
   - b) the volt and ampere tester
   - c) the dipstick

4) If the attendant cannot locate the cause of the trouble, he should get the help of the station ___________.

5) A quick test to find the trouble is is the best service that can be given to a car in road emergency. True or False?

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A.S.A.-"E and D" TO #20

Language Lesson for: TROUBLESHOOTING

1. Blackboard Phrases:

compound words

lookout
outlook
breakdown
breakthrough
heartbreak
troubleshooting
troublemaker

door
outdoor
indoor
doorway
doorman
doorstop

house
courthouse
housewear
household
housekeeper

room
bedroom
bathroom
roommate
courtroom

come
income
outcome
welcome

watch
wristwatch
watchman
watchmaker
stopwatch

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A.S.A. -"E and D" T. O. #20

HOMEWORK ASSIGNMENT for: TROUBLESHOOTING

NAME__________________CLASS________DATE________TEACHER________________

Combine one part from column "A" with a part from column "B" to form a compound word. List 8 words you have made.

"A"	"B"
door	watch
court	trouble
maker	through
break	room
watch	out
mate	house
in	wrist
stop	come

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I. Blackbbard phrases to introduce:

GAUGES AND METERS

a measuring device

failure of the thermostat

the inconvenience

indicate engine temperature

pumped through the engine

close to the boiling point

clogged or punctured hoses

the approximate amount

defective oil pump

incorrect gas mixture

normal oil pressure varies

abnormal reading

electric energy

the ammeter shows discharge

II. Blackboard sentences.

1) Any word that has gauge or meter in it, has to do with measuring.

2) Cooled water from the radiator is pumped through the engine constantly, to help prevent overheating.

3) The oil pressure gauge shows whether or not there is enough pressure to pump the lubricating oil to parts where it is needed.

4) The indicator on the ammeter shows how the supply of electric energy in the battery is being used.

5) The battery should be checked regularly and supplied with water above the battery plates.

GAUGES AND METERS

All cars use gasoline, water, oil and electricity. There are several gauges and meters on the instrument panel of a car which give information about these items. Other gauges show the car speed and distance traveled.

A gauge, or meter, is a measuring device. You can be sure that any word that has gauge or meter has to do with measuring.

The gasoline gauge shows the approximate amount of gasoline in the tank. The tank should be kept well filled to avoid the inconvenience and embarrassment of running out of gas. Also, the vapor in a tank that is not well filled tends to condense, and this results in water in the gasoline.

The car also has a temperature gauge. A car engine normally heats when it runs, and a gauge is needed to indicate engine temperature. Cooled water from the radiator is pumped through the engine constantly to help prevent overheating. Most automobile engines operate normally with water temperature between 160 and 180 degrees Fahrenheit. If temperature rises close to the boiling point -- 212 degrees, the cause of trouble must be found. It may be any of the following:

Insufficient water in the radiator

Clogged, punctured, soft, or weakened hoses

A worn or broken water pump

A leaking radiator

Failure of the thermostat to operate properly

A broken or slipping fan belt

Radiator clogged with mud or insects

Insufficient oil in the crankcase

Clogged oil line or defective oil pump

Improperly timed ignition

Incorrect "gas" mixture

Excessive heavy pulling

The oil pressure gauge shows whether or not there is sufficient pressure to pump the lubricating oil to parts where it is needed. Normal oil pressure varies in different makes and models of cars. Any abnormal reading on this gauge indicates trouble. On some cars, a red light shows when pressure is down.

The ammeter measures the flow of electric current to and from the storage battery. The indicator on the ammeter shows how the supply of electric energy in the battery is being used. On some cars, a red light flashes on when current is used faster than the generator produces it.

If the ammeter shows DISCHARGE when all electrical switches are turned off, or when the engine is running rapidly, the battery will run down and have to be recharged.

The battery itself should be checked regularly and supplied with clean water, preferably distilled, to keep the level of the liquid above the battery plates. If the plates dry, battery life is greatly shortened. It is a good practice to check the battery water every time the gas tank is filled.

The speedometer reading should be checked frequently when driving. With today's fast, easy-driving cars, only the speedometer may tip you off to the fact that you are driving faster than you think. This is especially true on highways and turnpikes.

The odometer, located next to the speedometer, indicates the number of miles the car has traveled.

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Name____________________Class____________Date__________Teacher____________________

GAUGES AND METERS

QUESTIONS

1) It is a good idea to keep the gas tank well-filled because:
   a) it is cheaper in the long run.
   b) the car will run better with a full tank.
   c) it is inconvenient and time-wasting to run out of gas.

2) The temperature gauge in a car is always the same as the outside temperature. True or False?

3) Three possible causes of engine overheating are:
   a)
   b)
   c)

4) The level of water in the battery should be _______________ the battery plates.

5) The odometer measures the driving speed. True or False?

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A.S.A.-"E and D" T.O. #21

Language Lesson for: GAUGES AND METERS

1. Blackboard Phrases: meter - a measure

hydrometer
speedometer
thermometer
ammeter
odometer
barometer
fathomometer
ohmmeter
multimeter

Define the use of each of the above meters. What do they measure?

hydrometer	- measures water (hydro)
speedometer	- measures speed
thermometer	- measures heat or temperature
ammeter	- measures electric current flow to and from storage battery
odometer	- measures mileage traveled
barometer	- measures air pressure
fathomometer	- measures depth of the ocean in fathoms (6 miles)
ohmmeter	- measures ohms - or resistance
multimeter	- measures current, a.c. and d.c. voltage, and resistance. A combined ohmmeter and ammeter.

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A.S.A.-"E and D" T. O. #21

HOMEWORK ASSIGNMENT: GAUGES AND METERS

NAME____________________CLASS__________DATE__________TEACHER____________

1. An instrument that measures the depth of the ocean is the ______________.

2. To measure units of resistance, and _________________ is used.

3. The number of miles a car has traveled is indicated on the ______________.

4. The ______________ is used to test the condition of the antifreeze.

5. The flow of current to the storage battery is measured by the

______________.

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I. Blackboard phrases to introduce:

THE POWER TRAIN

acts like a drawbridge

disconnect the crankshaft

gears of different sizes

releases the clutch

high-gear for cruising

the differential gears

reverse-gear for backing up

a soft steel drift

case hardened parts

choose the right gear

mounted in the front

the balance of the car

II. Blackboard sentences:

1) When you use the clutch pedal to shift gears, you are connecting or disconnecting the crankshaft and the transmission.

2) In standard shift cars, the driver chooses the right gear by moving a lever.

3) The power travels from the transmission back through the drive shaft, to the rear axle.

4) The differential gears are located between the two rear axles.

5) There are some cars where the transmission is placed in the rear.

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THE POWER TRAIN

The "power train" is a series of parts which carry the power from the crankshaft of the engine to the rear wheels.

The parts that make up the power train, in order, are: the clutch, the transmission, the drive shaft, the differential gears, and the rear axle.

The clutch is the part that connects the engine to the power train. The clutch acts like a drawbridge. When you use the clutch pedal to shift gears, you are connecting or disconnecting the crankshaft and the transmission.

The power travels from the clutch to the transmission. The transmission is a box that contains gears of different sizes. In standard shift cars, the driver chooses the right gear by moving a lever called a gear shift. He steps on the clutch pedal and releases it as he moves the gear shift. He uses _low gear_ to start the car; _second gear_ to gain speed; high gear for cruising; and _reverse gear_ for backing up. Cars with automatic transmission save the driver the job of changing gears in forward speeds.

Transmission repair is a highly specialized type of work. Very often, the transmission has to be taken apart because of worn or broken bearings or gears. In shops where transmission work is done, only a soft face hammer or a soft steel drift is used on the case-hardened parts.

In most cars, the transmission is mounted in the front of the car. The power travels from the transmission back through the drive shaft to the rear axle. The rear axle moves up and down when the car goes over bumps. There are some cars where the transmission is placed in the rear of the car. In these cars there is no raised part on the floor that goes down the center of the car. The balance of the car is also improved.

Back of the drive shaft are the rear axle gears. They carry the power to the rear wheels. The differential gears are located between the two rear axles. When a car goes around a corner, these gears allow one rear wheel to turn faster than the other.

There are cars and trucks which have four-wheel drive, where power is sent to all the wheels. Some European cars have front-wheel drive only.

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Name_______________Class__________Date___________Teacher____________________

THE POWER TRAIN

QUESTIONS

1. The clutch acts like a drawbridge connecting the crankshaft and the ______.
2. The transmission of a car is always found up front. True or False?
3. Most often the transmission has to be repaired because:
   a) the car has been driven more than 50,000 miles.
   b) the bearings or gears are broken or worn out.
4. Power for the rear wheels is provided by the _________ __________ gears.
5. The ____________ gears allow one wheel to turn faster than the other.

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A. S. A. - "E and D" T. O. # 22

LANGUAGE LESSON FOR: THE POWER TRAIN

Blackboard Phrases:- The Sound Of "OO"

cruising speed

bruises and cuts

move the lever

remove the sludge

improved performance

choose the gear

loosen the lugs

the cooling system

toolroom helper

crude oil

glue pot

blue paint

screws and bolts

chew your food

brake fluid

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A.S.A. - "E and D" T. O. # 22

HOMEWORK ASSIGNMENT for:

THE POWER TRAIN

NAME____________________CLASS________DATE________TEACHER____________

FILL-IN

1. A word that describes a condition that is better than before is ______________ .
2. High gear is best for ______________ speeds.
3. Oil that has not been refined is called ______________ oil.
4. Before a wheel can be ______________, the lugs must be ______________ .
5. Your digestion will im_________, if you ______________ your food more carefully.

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I. Blackboard phrases to introduce:

HOLDING THINGS TOGETHER - FASTENING DEVICES

a particular fastener is chosen

in repairing or replacing parts

the most common types of fasteners

both ends are threaded

the ~~exposed end~~ -

Phillips-head screw

be familiar with the fasteners

make decisions about tools

bolts and screws are similar

measure the pitch of threads

according to their length

cause damage to the finish

the rivet is flattened

II. Blackboard sentences:

1) Most stations store fasteners in cabinets with many small drawers which are labelled with the name of the fastener found inside.

2) There are many varieties of bolts, screws, pins, and rivets.

3) Bolts and screws are usually marked according to their length, shape of head, diameter, and the number of threads per inch.

4) The pitch is the distance from one thread to another.

5) In addition to the familiar straight slot-screw, the Phillips-head screw, and the Allen-type screw, are often used in automotive work.

MANPOWER DEVELOPMENT TRAINING PROGRAM
BROOKLYN ADULT TRAINING CENTER

ic Education Department ASA—E. & D.

HOLDING THINGS TOGETHER - FASTENING DEVICES

There are many different devices used for fastening different parts together in the modern automobile. Why a particular fastener is chosen for a certain job can depend on many things: the materials it is holding together; its position in the car; whether it will ever have to be taken out or changed; whether or not it will show; and the kinds of tools used in installing the fastener.

It is important for anyone working in a service station to be familiar with the fasteners and their uses. Most well-run stations have cabinets to hold these fasteners in the tool room. These cabinets have many small drawers which are labeled with the name of the fastener found inside.

In repairing or replacing parts in a car, it is often necessary to break the bolt or rivet that is holding a part in place. This is particularly true in older cars where the parts have had a great deal of wear. It is always a good idea for an attendant to take a good look at the part he is servicing before beginning any work. This will enable the attendant to see what the trouble is, but also let him get a good look at how the part is placed, and to see what kinds of fasteners are used; to make decisions about what tools and parts he will need to do the job; and to decide what his plan of work will be.

The most common types of fasteners are bolts, screws, pins and rivets. There are many varieties in each group. Bolts and screws are similar in that they both have heads and threaded parts. A bolt usually extends beyond the materials it is holding together and needs a nut on the exposed end of the bolt to finish the job.

A stud is a special type of bolt which has no head. It is often found in engine cylinders. Both ends of the stud are threaded. One end is screwed into the cylinder, another part is placed on the stud, and then a nut is placed on the exposed end of the stud and tightened. In this way all the parts are held together.

Bolts and screws are usually marked according to their length, shape of head, diameter, and the number of threads per inch. A special type of gauge is used to measure the pitch of threads. The pitch is the distance from one thread to another.

Most bolts have hexagonal or six-sided heads. They are usually called "hex-head" bolts. Machine screws have heads that come in many shapes and are installed with a screw driver. In addition to the familiar straight slot screw, the Phillips-head screw and the Allen type screw (set screw) are often used in automotive work. These require special screwdrivers and are used because their installation is less likely to cause damage to the finish of the car.

One special type of screw is known as a sheet metal screw or a self-tapping screw. It has a tapered point and will cut its own threads as it is screwed into the sheet metal. These screws are used to hold sheet metal parts together. A hole is first punched or drilled into the sheet metal, and then the screw is turned into the hole.

A rivet is a metal pin with a head on one end. It also holds two parts together. After the rivet is passed through the holes in the parts to be joined, the small end of the rivet is flattened into a head by means of a rivet set or the peen end of a ball peen hammer.

In addition to holding pieces of metal together, rivets are also used for fastening brake linings to brake shoes.

MANPOWER DEVELOPMENT TRAINING PROGRAM
BROOKLYN ADULT TRAINING CENTER

Basic Education Department ASA - E. & D.

Name______________ Class__________ Date__________ Teacher______________

HOLDING THINGS TOGETHER - FASTENING DEVICES

QUESTIONS

1) In most stations, fasteners are stored in ____________ ____________ in cabinets.

2) Sometimes it is necessary to break the bolt or rivet, particularly in:

    a) cheaper model cars
    b) sports cars
    c) older cars

3) A stud has a large head. True or False?

4) Bolts and screws are usually marked according to:

    a)
    b)
    c)

5) A self-tapping screw is known as a ____________ ____________ screw.

MANPOWER DEVELOPMENT TRAINING PROGRAM

A. S. A. - "E and D" T. O. #23

LANGUAGE LESSON: **HOLDING THINGS TOGETHER - FASTENING DEVICES**

1. **BLACKBOARD PHRASES:** **The Sound Of "OO"**

push and pull

lift the hood

crooked line

worn bushings

seat cushion

foot brakes

pulley system

sugar-coated

hook and ladder

wood finish

11. **BLACKBOARD SENTENCES:**

1. The mechanic replaced the worn bushings in the motor.

2. Dual-controlled autos have double foot brakes.

3. Sometimes a seat cushion helps give a driver a better view of the road.

4. Leaking gas stained the wood finish of the station wagon.

5. A pulley system was used to lift small tools to the second floor toolroom.

MANPOWER DEVELOPMENT TRAINING PROGRAM

A.S.A. - "E and D" T. O. # 23

HOMEWORK ASSIGNMENT: **HOLDING THINGS TOGETHER**

NAME________________Class__________Date_________ Teacher___________

1. A system of mechanical power which uses a rope or a wheel is called a _____________ _____________ .

2. The service station sells many different kinds of _____________ _____________ to give the driver a better view of the road.

3. The _____________ _____________ work on hydraulic power.

4. The mechanics had to _____________ and _____________ to remove the broken wheel axle.

5. The attendant must remember to _____________ the _____________ and check the oil and water.

NPOWER DEVELOPMENT TRAINING PRO AM
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Basic Education Department
Reading Comprehension

ASA - E. & D.
Teacher's Guide

I. Blackboard phrases to introduce:

STEPPING ON THE BRAKES

good braking action
hydraulic pressure
forces the brake fluid
pistons in the wheel cylinders
amount of pressure applied
over a period of time
pressure tank method

set the brakes fully
improper lubrication
making brake adjustment
during this inspection
the brake fluid level
manual bleeding method
cleaned satisfactorily

the manufacturer's specified level

II. Blackboard sentences:

1) Stepping on the brake pedal forces fluid out of the master cylinder, through the tubing or brake lines, and into the wheel cylinders.

2) Each time the brakes are applied, a small amount of brake lining is worn away.

3) The first step in checking or making brake adjustments is to remove one of the front wheels and inspect the brake lining.

4) From time to time, you get a "spongy" feel when the brake pedal is pushed down.

5) "Bleeding" is a process used to remove air from the hydraulic system.

MANPOWER DEVELOPMENT TRAINING PROGRAM
BROOKLYN ADULT TRAINING CENTER

Basic Education Department
Reading Comprehension

ASA - E. & D.

STEPPING ON THE BRAKES

With good brakes and a dry road it takes almost the length of a football field to stop a car moving 70 miles per hour. Even at slower speeds, the need for good braking action should be a major concern of both the driver and the man who services the car.

Early automobiles had brakes only on the rear wheels. Cars today have brakes on all four wheels.

Most brakes today operate by hydraulic pressure. The hydraulic braking system consists of a master cylinder and brake pedal, one or two wheel cylinders at each wheel, tubing which connects the master cylinder to the wheel cylinders, the brake shoes, the brake drums, and hydraulic brake fluid.

Stepping on the brake pedal forces brake fluid out of the master cylinder, through the tubing or brake lines, and into the wheel cylinders. (Hydraulic brakes can be compared to a rubber glove that is filled with water. When it is squeezed an equal pressure is sent to all the fingers. When the brake pedal is pushed down, equal pressure is sent to all parts of the brake system.

Pistons in the wheel cylinders force the brake shoes outward against the brake drums. The friction between the brake shoe lining and the brake drums causes the car to slow down or stop, depending on the amount of pressure applied.

Power brakes use power from the engine to force the fluid to the cylinders when the driver presses the brake pedal. Power brakes make stopping the car much easier and require less foot pressure.

Making Brake Adjustment

Each time the brakes are applied, a small amount of the brake lining is worn away. Over a period of time this normal wear creates a large space between the brake lining and the brake drum. This large space means that the brake pedal must be pushed down further to get the right pressure. Generally, if the driver has to push the brake pedal more than half-way to the floor of the car, he can tell that this space is too large. The brake pedal should never have to be "pumped" to set the brakes fully.

The first step in checking or making brake adjustments, is to remove one of the front wheels and inspect the brake lining. If the lining is worn the brake shoes should be relined or replaced. Care must be taken during this inspection to avoid getting dirt, grease or oil on the linings. The amount of lining wear found on this one wheel is a good indication of the amount of wear on the other three wheels. If the lining thickness on the first wheel is all right, the other wheels will not have to be removed for inspection.

Sometimes the brake shoes need to be adjusted. A star wheel adjusting screw is used to move the shoe closer to the brake drum. Each wheel may be jacked up separately or all four may be raised off the floor to make this adjustment.

The next step is to check the brake fluid level in the master cylinder and add fluid, if necessary, to the manufacturer's specified level.

From time to time, you get a "spongy" feel when the brake pedal is pushed down. This is due to air in the brake system. Air can enter the system when the fluid level in the master cylinder becomes low, or whenever any part of the system is taken apart, or through leaks in the system. "Bleeding" is a process used to remove air from the hydraulic system. This can be done by either the manual bleeding method or the pressure tank method. When using either method, care must be taken to avoid getting dirt and grease into the system.

Other troubles such as uneven or grabbing brakes may be caused by grease and oil on the linings due to improper lubrication, worn grease seals, or careless handling of brake linings. A leaking wheel cylinder will also cause grabbing brakes when the brake fluid gets on the linings. Linings soaked with grease, oil, or brake fluid must be replaced since they cannot be cleaned satisfactorily.

The braking system should be checked periodically for wear, leaks, and safe braking action. Repairing brake troubles quickly will give everyone the insurance of safe driving.

MANPOWER DEVELOPMENT TRAINING PROGRAM
BROOKLYN ADULT TRAINING CENTER

Basic Education Department
Reading Comprehension

ASA - E. & D.

Name____________________Class_____________Date_____________Teacher________________________

STEPPING ON THE BRAKES

QUESTIONS

1) Most brakes today operate by ____________________________.

2) The brake fluid is in the _________________________________.

3) The car is stopped because of:

   a) the friction between the brake pedal and the master cylinder.

   b) the friction between the power brake shoe lining and the brake drum.

   c) the friction between the brake shoe lining and the brake drums.

4) Hydraulic brakes may be comared to:

   a) a rubber shoe
   b) a pressure meter
   c) a rubber glove

5) Pistons in the wheel cylinders force the brake shoes outward against the brake drums. True or False?

MANPOWER DEVELOPMENT TRAINING PROGRAM

A.S.A. - "E and D" TO #24

Language Lesson: STEPPING ON THE BRAKES

1. Blackboard Phrases: Prefix - man - (hand)

manual labor without machines

manual operation

careful manipulation

manuscript

Prefix - auto - (self)

automatic - automation

automobile

auto-suggestion

autograph

autobiography

autonomy

autopsy

autotype - a process of permanent photographic printing which reproduces works of art in monochrome.

MANPOWER DEVELOPMENT TRAINING PROGRAM

A.S.A. "E and D" T. O. #24

HOMEWORK ASSIGNMENT: STEPPING ON THE BRAKES

NAME____________________ CLASS_______ DATE________ TEACHER___________

FILL-IN

1. A job that is done without the help of machines is called a __________________ operation.

2. The opposite of manual control is _______________ control.

3. Another name for signature is __________________.

4. A nation that is independent or self-governing is an _______________.

5. The act of molding or shaping an object by hand is called __________.

6. Experts fear that many workers will lose jobs because of ___________.

MANPOWER DEVELOPMENT TRAINING PROGRAM

A.S.A. - "E and D" #25

Teacher's Guide

I. Blackboard phrases to introduce:

STOPPING DISTANCES

modern passenger cars
a qualified driver
a tremendous effect
the road adhesion
the operating efficiency
maximum stopping action
directional control
a considerable amount of time
the reaction time
apply the brakes
except for emergencies
various road conditions

II. Blackboard sentences:

1. Except for great emergencies, the good driver brakes without sliding his wheels.
2. One of the most important points to remember is the tremendous variation in stopping distances.
3. Poor brake adjustment lowers the operating efficiency of the brakes.
4. The stopping distance speed may be thirteen times as long on an icy road as under good road conditions.
5. As car speed increases, the road adhesion is less.

STOPPING DISTANCES

A chart has been prepared which shows stopping distances for modern passenger cars under different kinds of road conditions. The chart shows minimum stopping distances for skilled operators under ideal test conditions, average stopping distances which may be attained by average drivers of cars in good condition on normal, dry, paved roads, and stopping distances under winter conditions of packed snow or dry ice.

With good brakes and a qualified driver, the distance required to stop a motor vehicle depends on three factors: 1. speed, 2. the nature of the road surface, and 3. the condition of the tires. The effect of road conditions on stopping is great. The stopping distance speed may be thirteen times as long on an icy road as under good conditions. Car speed also has a tremendous effect on stopping distance.

The braking distance from 40 MPH is almost five times greater than that from 20 MPH, and the distance from 80 MPH is nearly 20 times greater than that from 20 MPH. Moreover as car speed increases, the road adhesion is less and the stopping distances longer.

Tire condition is of great importance. On wet roads, badly worn or "bald" tires are not as safe as tires with good treads.

Worn brake linings or poor brake adjustment lowers the operating efficiency of the brakes, making it impossible to get maximum stopping action between the tires and the road.

In practice, shortest stopping distances are obtained when the tires are sliding, but directional control is lost completely. Except for great emergencies, the good driver brakes without sliding his wheels, thus bringing the car to a stop under directional control.

Another important point to remember is that the total stopping distance is not only that distance over which the brakes are applied, but the extra distance traveled including the reaction time of the driver. A considerable amount of time is required to move the foot to the brake pedal and apply the brakes. For the average driver this time is about three-quarters of a second-time enough for the car to travel a considerable distance.

One of the most important points to remember is the tremendous variation in stopping distances with speed and under various road conditions.

When driving a car in traffic, or at high speed on the open road, do not take for granted that a stop can be made on a dime. There may be many factors working against you.

EIGHT FACTORS WHICH AFFECT STOPPING:

1. Speed 2. Driver skill and alertness 3. Condition of brakes
4. Surface of road; type, wet or dry, rough or smooth
5. Leaves, mud or dirt on the road surface
6. Tire condition; tread wear 7. Reaction time
8. Chains; on ice or snow

QUESTIONS

1. The condition of the road is of little importance in stopping a car.
   TRUE or FALSE ?
2. A good driver brakes without sliding his wheels, and stops the car under ____________ ____________.
3. For the average driver, it takes _________ _________ to move the foot to the brake pedal.
   a) about five minutes
   b) three quarters of a second
   c) about one second
4. Stopping distances never vary. TRUE or FALSE ?
5. The time it takes for the driver to apply the brakes is called the ____________ time.

MANPOWER DEVELOPMENT TRAINING PROGRAM

A.S.A. - "E and D" # 25

Language lesson for Stopping Distances:

I. Blackboard phrases: the sound of (zh)

auto collision
road adhesion
precision instruments
fusion of parts
loss of vision
exposure to weather
pleasure trip
safety measures

final decision
metal corrosion
draw a conclusion
job revision
color television
leisure time
measure the oil
unusual conditions

II. Blackboard sentences:

1. The tow truck brought in the two cars which had been in an auto collision.
2. Good tires will provide good road adhesion and help prevent skidding.
3. Welding and soldering are methods of producing fusion of parts that are made of metal.
4. A large selection of road maps is kept on the rack for summer pleasure trips.
5. Proper greasing and oiling will help prevent corrosion of metal parts.

MANPOWER DEVELOPMENT TRAINING PROGRAM

A.S.A. - "E and D" # 25

Homework Assignment: Stopping Distances

Name____________________Class________Date_______Teacher______________

Fill-in

1. A clean dip stick is used to ____________ ____________ ____________ in the crankcase.
2. Modern testing equipment and ____________ ____________ make it easier for the mechanic to find mechanical troubles.
3. Auto travel has increased since people work fewer hours and have more ____________ __________.
4. Safety measures must be taken to protect the eyes and to prevent ____________ ____________ ____________ while on the job.
5. An auto service attendant must dress properly so that he can take ____________ ____________ ____________.

MANPOWER DEVELOPMENT TRAINING PROGRAM

TEACHER'S GUIDE

#26

AIR POLLUTION

BLACKBOARD PHRASES TO INTRODUCE:

smoke and fog

a serious problem

a severe case

weather-trap

breathe dirty air

two pounds of poison

cars and other vehicles

protect our health

the smog capital

angry citizens

the federal government

air quality act

local authorities

control the fumes

strong measures

stop burning trash

BLACKBOARD SENTENCES:

1. Weather-traps prevent the poisons in the air from blowing away.
2. Los Angeles is a good example of a city that fights air pollution.
3. The president has asked Congress to pass a strong anti-pollution law.
4. Instead of burning trash, we should use trash for land fill.
5. We need to take strong measures to control air pollution.

MANPOWER DEVELOPMENT TRAINING PROGRAM
BROOKLYN ADULT TRAINING CENTER

Basic Education Department ASA - E. & D.

AIR POLLUTION

SMOG is a word which people in London made up. Letters from the words SMoke and fOG combine to make SMOG. It is smoke and fog which together give us dirty air. A word used more often in the United States is air "pollution".

No matter what you call it such air is dangerous. Many towns and cities in the United States already have a very serious problem. As long as 20 years ago, a town in Pennsylvania had such a severe case of smog, that many people in the town became sick from breathing the air. Twenty people died.

What makes polluted or dirty air? Furnaces, factories, trash-burning, automobiles, trucks, and buses are smoke makers. They send dirt up into the air. On most days the winds carry enough dirt away so that people do not become sick. However, on some days there are "weather-traps." Then the dirty air is not blown away. It stays where people have to breathe it.

A city like New York puts two pounds of poison into the air for each person each day. New York had a scare around Thanksgiving time in 1966. A weather trap kept all that poison from blowing away. No one knows when such a time may come again.

AIR POLLUTION ASA - E.&D.

Los Angeles has been called the "smog capital" of the world. The air became so bad there that angry citizens said that something had to be done. They have been fighting smog for a long time and have done a lot to stop air pollution. Los Angeles is now a good example for other cities which are working to get rid of dirty air.

All of us need to breathe pure air and drink pure water. The federal government has left the cleaning up of dirty water to the states. The states also take care of the water. But air is harder to control.

Congress passed the Clean Air Act of 1963. This helped the fight, but it was not enough. Now the President has asked for a new law. He asked Congress to pass the Air Quality Act of 1967. If Congress passes this act, we can hope for the following results:

1. Industries will have to control the amount of poison they allow to go into the air.
2. Local authorities will control the pollution of air.
3. Cars and other vehicles will have to control the fumes they make.

4. Enforcement of the new law will be speeded up.
5. More studies will be made to find out how to reduce pollution from fuels.
6. More effort will be made to understand and control all kinds of pollution.

Scientists tell us we can have clean air. They know how to get it. We must want them very strongly - strongly enough to see that our politicians do what is necessary.

We will have to stop burning trash. We can use it for land fill. We may have to stop using gasoline or diesel oil to run cars. We might use electric cars, at least in cities. We need to take strong measures. Some will be expensive. But whatever it costs to protect our health must be spent. Life itself is at stake.

AIR POLLUTION ASA - E.&D.

Name______________ Class__________ Date__________ Teacher______________

QUESTIONS

1) Three sources of dirty air are:

a)
b)
c)

2) New York City had a serious smog scare:

a) during the summer dry spell.
b) Thanksgiving time, 1966.
c) Christmas time, last year.

3) The smog capital used to be in ________ ________________.

4) One answer to air pollution is to use ______________ ____________.

5) Instead of burning trash, we can use it for ____________ __________.

MANPOWER DEVELOPMENT TRAINING PROGRAM

ASA "E and D"

I. Language Lesson for:

AIR POLLUTION #26

breathe pure air

weather traps

breather cap

other vehicles

bathe in oil

lathe operator

local authorities

Plymouth sedan

Thanksgiving time

health hazard

oil bath

wire lath

II. Blackboard sentences:

1. Air pollution is considered a major health hazard.
2. After a few months of training, Mr. Smith became a first class lathe operator.
3. The plasterer put the first coat of fresh plaster on the wire lath.
4. Weather traps prevent the dirt in the air from being blown away.
5. Local authorities need help in solving the problem of air pollution.

MANPOWER DEVELOPMENT TRAINING PROGRAM

Homework Assignment for:

AIR POLLUTION #26

NAME________________CLASS________DATE_________TEACHER______________________

FILL-IN

1. Mister Withers was ready to trade in his Buick station wagon for a new _________________.

2. It is necessary for people to _____________ ____________ _____________ to prevent lung disease.

3. The Federal Government has had to help ______________ ____________ to control air pollution.

4. Before plaster can be applied, a _______________ _____________ must be set up.

5. The attendant forgot to replace the ____________ ____________ on the car.

MANPOWER DEVELOPMENT TRAINING PROGRAM

a.s.a.-"e and d" TEACHER'S GUIDE T.O. #27

BLACKBOARD PHRASES TO INTRODUCE:

THE RETURN OF THE ELECTRIC CAR

history repeats itself

high society

battery-powered cars

land speed record

hand-finished

gasoline-driven car

hundreds of pounds

electric self-starter

pneumatic tire

greater comfort

recharge the batteries

refill the gas tank

car designers

charge it up !

BLACKBOARD SENTENCES:

1. By 1925, electric cars were on the way out, and gas-powered cars were on the way in.
2. With pneumatic tires a car can travel greater distances in greater comfort.
3. Air pollution is one of the main reasons electric cars may be coming back.
4. The electric car is silent and does not pollute the air.
5. The problem with the electric car has always been the size of the battery.

But now, the electric car is coming back, FordMotor Company expects to produce electric cars by 1977. Other companies are working on the same idea. Why?

Air pollution is one of the main reasons. Gasoline motors cause 50 to 60 per cent of all air pollution. One expert says life for man will end within 100 years unless something is done about air pollution now.

We must have transportation. But to stop air pollution we must cut down on gas engines. How can we have transportation and no pollution? The answer may be the electric car!

The electric car is easier to build and run than the cars we have today. It is silent and does not pollute the air. It needs very little repair work. The motor will work for years without attention.

Car designers know electric cars work. The problem has always been the size of the battery. It is big (hundreds of pounds) and runs down quickly.

This problem is almost solved. The Ford Motor Company has designed a new type of battery. It is high in energy and light in weight. The battery can power a car for 125 miles. Other companies are working on other forms of battery power.

In 10 years, you won't say "Fill it up, please" when you drive into a service station. Instead, you will say, "Charge it up, please."

MANPOWER DEVELOPMENT TRAINING PROGRAM

A.S.A.-"E and D" #26

THE RETURN OF THE ELECTRIC CAR

They say that history repeats itself. And history is about to repeat the introduction of the electric car.

At one time the electric car was very popular. England began using electric taxi cabs and buses in the 1880's. The electric car was the "in" thing for high society in London, Paris and New York. Battery powered cars were everywhere.

The world's first land speed record was made by a battery powered car. It traveled at an amazing speed of 39 miles and hour.

At one time, over 80 companies were making cars in the United States. The cars were built by hand and finished with as many as 23 coats of varnish. There was even a vase for flowers on the dashboard.

But the electric car disappeared. The gas powered cars we know today replaced it. Why?

There are many reasons. One of them was cost. A good electric car cost about $3,250. You could buy a good gasoline driven car af the same quality for about $1,700 or $1,800.

The batteries were another problem. The batteries went dead after 50 miles or less. You could not travel far unless you knew where to get them recharged along the way.

By 1925, electric cars were on the way out, and gas powered cars were on the way in. The development of the electric self-starter and the pneumatic tire also helped to kill the electric car. These tires meant you could travel farther in greater comfort and only the gas powered cars could travel these distances. It took only minutes to refill the gas tank. It took hours to recharge the batteries of an electric car.

THE RETURN OF THE ELECTRIC CAR

QUESTIONS

1. The electric car is a new idea for the future.

   TRUE or FALSE ?

2. The reason that electric cars disappeared was:

   a) people were afraid of batteries

   b) cars with gas engines cost almost half as much

   c) Electric cars made too much noise.

3. One of the problems with electric cars was the need to ___________ ________ ___________ very often.

4. The biggest problem with electric cars is the _____________ of the battery.

5. The Ford Motor Company has already developed a battery that can power a car for ___________ miles.

MANPOWER DEVELOPMENT TRAINING PROGRAM

A.S.A.-"E and D" #27

LANGUAGE LESSON FOR THE RETURN OF THE ELECTRIC CAR

1. BLACKBOARD PHRASES: the prefix "re" - (back, again)

repeat the question
the return of the car
replace the parts
tire retread
refinish the body
restore the finish
refill the gas tank
recharge the batteries
reduce the speed
oil refinery
repaint the hood
recap the tire

2. BLACKBOARD SENTENCES:

1. The car could not be repaired until there was a replacement of the broken parts.
2. The dealer tried to sell him a tire with a retread.
3. The car shone after the body was refinished.
4. In bad weather, it is wise to reduce driving speed.
5. The man brought his car in to have the battery recharged.

MANPOWER DEVELOPMENT TRAINING PROGRAM

A.S.A.-"E and D" #27

HOMEWORK ASSIGNMENT "THE RETURN OF THE ELECTRIC CAR"

Name____________________ Class__________ Date_________ Teacher______________

FILL IN THE CORRECT ANSWER:-

1. A place where gas and oil are purified is called a ________________.

2. In bad weather, signs on turnpikes warn drivers to ______________ ______________.

3. Instead of a new set of tires, Mr. Wright bought ______________ed tires.

4. A good coat of wax will ____________ _____ ______________ on a dull car.

5. After traveling 400 miles, Mr. Johnson had to ______________ _______ _______________ _______.

MANPOWER DEVELOPMENT TRAINING PROGRAM

a.s.a. - "e and d" Teacher's Guide T.O. #28

Introductory blackboard phrases for: YOUR GAS MILEAGE DEPENDS ON YOU

use more gasoline

cars are heavier

engine efficiency

largest single factor

an economical model

not too much pressure

green-light jack rabbit

move from a stand-still

best performance

poor driving habits

keep it rolling

don't impress anyone

depress your gas tank

stop and go traffic

Blackboard Sentences:

1. Your car engine burns the most gas when it has to get your car moving from a stand-still.
2. Properly filled tires have neither too much nor too little pressure.
3. A driver can cut his gas mileage in half if he has poor driving habits.
4. Get into high gear and stay in high gear as long as possible.
5. An idling engine burns about a cent's worth of gas every four minutes.

YOUR GAS MILEAGE DEPENDS ON YOU

Cars today use more gasoline than the cars of the 1930's, even though engines are built better today. The most important reason for this is that cars today are much heavier, and are built for greater speeds. Engines today are used to move the greater weight of the car, and are not able to provide more mileage for every gallon of gas.

Yet the one most important factor in the number of miles to the gallon a car takes is the driver.

Maybe he drives a small, light car-- an economy model. This car has an engine just big enough to carry the load. It does not have a hot-rod engine which eats a lot of gas.

Maybe the driver keeps the tires of this economy car filled with the right amount of air all the time-- not too much pressure, nor too little pressure in the tires. Maybe the driver always has the engine properly tuned-up for best performance. Even with the car in top condition, poor driving habits can cut gas mileage in half.

Here are some good mileage tips:

1. Don't race the car to make the green light. Fast starts are not good for your tires, and take a lot of gas. Your car engine burns the most gas when it has to get your car moving from a stand-still. This is why so much gas is used in stop-and-go traffic. Once the car is rolling, the car's weight helps to keep it going. Less gas is used.

2. Driving in high gear eats the least amount of gas. Get into high gear as fast as you can and stay there as long as you can. Every time you shift to a larger, slower gear, you burn more gas.

3. Keep a steady speed. Pace your driving. If you see a red light a block away, ease up on the gas pedal. Very often the light will have changed to green by the time you reach the corner, and you will not have to stop at all. When you avoid the complete stop, you save on gas. Remember, every time you have to step on your brakes, you waste the gas it took to get you moving.

4. Don't idle your car when it is not necessary. An engine that is idling burns about a cent's worth of gas every four minutes. This is pretty expensive when you consider that you haven't gone anywhere.

QUESTIONS

1. Engines today use more gas because:
   - a) Cars are much lighter
   - b) Roads are not good
   - c) Of the greater weight of the car.
2. A hot rod engine helps to save gas.

   TRUE or FALSE ?
3. An engine eats the least amount of gas when it is in:
   - a) Low gear
   - b) Idling
   - c) In high gear.
4. If a car is in top condition, the driver's habits cannot reduce the gas mileage.

   TRUE or FALSE ?
5. A great deal of gas is used in __________ and __________ traffic.

MANPOWER DEVELOPMENT TRAINING PROGRAM

A.S.A.-"E and D"

T.O.#28

Language Lesson for: YOUR GAS MILEAGE DEPENDS ON YOU

1. Blackboard Phrases: consonant blends - dr and tr

pleasure trip
heavy traffic
truck driver
tire retread
on the job training

good driver
drunken driving
drip dry clothes
power drill
trunk key

building entrance
union contract
wintry weather

hydraulic brakes
iron foundry
laundry bills

II. Blackboard Sentences:

1. Stop and go driving in heavy traffic takes a lot of gas.
2. He could not find a smaller bit for the power drill.
3. His six month course was followed by another six months of on-the-job training.
4. His license was suspended after he was arrested for drunken driving.
5. Wintry weather driving is hard on the driver and hard on the car.

MANPOWER DEVELOPMENT TRAINING PROGRAM

HOMEWORK ASSIGNMENT A.S.A.-"E and D" #28

YOUR GAS MILEAGE DEPENDS ON YOU

NAME________________ CLASS______ DATE________ TEACHER________________

1. Mr. Porter used a bit that was too small in the ________ ________.

2. The men walked out of the shop after the boss refused to sign the ________ ________.

3. The parts were sent out to the ________________ for casting.

4. In some stations, ____________ bills are shared by the attendant and the boss.

5. __________ brakes operate with fluid in a master cylinder.

MANPOWER DEVELOPMENT TRAINING PROGRAM

ASA "E and D" Teacher's Guide

I. Blackboard phrases to introduce:

WINTERIZING THE CAR #29

strain on the engine

winter servicing

normal operating temperature

overhead valve clearance

apply pressure

spongy brake action

replace defective parts

shock absorbers

carbon monoxide

open the petcocks

a chemical cleaner

reverse flushed

manufacturers recommendations

transmission fluid

exhaust system

suspension system

front wheel allignment

the reservoir

II. Blackboard sentences:

1. Servicing for the winter is extremely important.
2. The cooling system is drained by opening the petcocks in the block and radiator.
3. If there is some question about whether the themostat is working properly, it should be taken out and checked.
4. Check the hydraulic label in the reservoir and add fluid if necessary,
5. The engine produces carbon monoxide, a deadly gas.

WINTERIZING THE CAR

Cold weather driving puts a great strain on the engine of a car. Cold weather starts and cold weather road conditions take a lot out of a car. Servicing for the winter is therefore extremely important. Preparing a car for this kind of weather is called winterizing.

The following operations are usually included in winterizing a car.

I. Cooling system - The engine must be brought to normal operating temperature. Torque the head bolts according to the manufacturers directions. Overhead valve clearance may be changed after this is done, and it is best to check the clearance at this time. Check the cooling system for leaks before draining. Special testers should be used to apply pressure to the system and the radiator cap should also be checked.

The cooling system is drained by opening the petcocks in the block and radiator. Water is run through the system until the water that drains out is clean. If there is a lot of rust in the system, the system and heater should be flushed with a chemical cleaner in the water or reverse flushed, to be sure that all of the rust deposits are removed.

Hoses that look soft, or cracked, or swollen should be replaced. All clamps should be tightened. If there is some question about whether the thermostat is working properly, it should be taken out and checked for proper operation and correct opening temperature.

When the flushing is finished, all petcocks should be closed. Anti-freeze and water should be poured into the radiator. An anti-freeze that will not damage the car finish should be added if windshield wipers are installed.

2. Fuel System - The sediment bowl and filter screen should be removed and cleaned thoroughly. If a cork gasket is used, the gasket should be replaced with a new one to insure proper sealing. The fuel pump should then be tested for correct pressure and delivery rate.

The carburetor air cleaner should be serviced carefully. Follow the instructions in the manufacturer's manual. After the cleaner is removed, run the engine and watch the action of the automatic choke and the heat riser valve. If they need servicing, take care of it at this time. Tighten all manifold nuts to the correct torque.

3. Ignition System - Tune up the ignition. Cold weather can interfere with quick starting. It is therefore advisable to replace the points, condenser, and spark plugs for maximum efficiency in performance.

4. Electrical System - The generator-regulator system should be checked for proper operation. Check the generator output and test the regulator for correct settings. Inspect the wiring and connections and service whatever needs repair. Check the condition of the storage battery. Check the condition of the fan belt for wear and tension. The fan belt is important in the proper operation of both the battery and the water pump. Check other drive belts as well.

5. Lights - Check all lamps for brightness and aim. Replace defective bulbs. Adjust headlights for proper aim, if necessary.

6. Lubricating System - The oil filter should be removed and engine crankcase drained for winter use. Install a new oil filter and refill the crankcase with winter grade oil. Clean and service the breather cap and the crankcase ventilation outlet pipe.

Lubricate the automobile chassis and body according to the manufacturer's recommendations and perform all other checks suggested. The differential and transmission fluid may be drained and refilled at this time, if necessary.

7. Braking System - Good brakes and good tires are necessary for safe stopping on a dry road and especially on a wet or slippery road. To check the brakes, move one wheel and inspect the brake linings. If they are worn and less than 2" thick, they must be replaced. Adjust the brakes. Check the hydraulic label in the reservoir and add fluid if necessary. Take the car on a road test to check the barkes for even braking action. If "spongy" brake action is found during the road test, you should bleed the system.

Examine all tires for good tread, cuts, and proper pressure. If snow tires are used, mount them at this time. Where necessary, inspect and repair tire chains.

8. Exhaust System - The exhaust system must be inspected thoroughly for leaks. Defective parts should be replaced. The engine produces carbon monoxide, a deadly gas. This gas is carried away from the car into the open air by the exhaust system. If there is exhaust leakage, there is danger that the gas will not be carried away from the car, but back into the car. This is dangerous. It is important to remember, that even if the exhaust system is in perfect working order, it is always safer to see that fresh air gets into the car whenever the engine is running.

9. Suspension system - Check the steering system for wear which might create unsafe driving and steering. Check the shock absorbers and springs and make whatever replacements are necessary. Front wheel alignment and wheel balance will give you better tire service, but will also help to provide safe control of the car.

10. Accessories - Check the windshield wiper blades. If they are worn, replace them. Also check the heater and defroster, the controls and the air dampers.

11. Body care - Cold weather, snow, and sleet all cause wear and tear on the auto body finish. Washing the body and waxing it with a heavy coat of wax, will protect the car finish during the winter months. Wax should also be applied to the bumpers and other chrome accessories to prevent rusting.

QUESTIONS

1. Temperatures do not affect the performance of an automobile engine.
   TRUE or FALSE ?

2. The cooling system is drained by opening the petcock in the __________ and __________ .

3. Anti-freeze should be poured into the __________ .

4. The fan belt is important in the proper operation of:
   - a) The radio and heater
   - b) The windshield wipers
   - c) The battery and the water pump.

5. If the brake linings are less than __________ inches thick, they must be replaced.

MANPOWER DEVELOPMENT TRAINING PROGRAM

A.S.A."E and D" T.O. # 29

LANGUAGE LESSON FOR: WINTERIZING THE CAR

1. **BLACKBOARD PHRASES:** (ize or ise endings - to make, to do, according to the root of a word)

galvanize
ionize
sterilize
sanitize
crystallize
mechanize
penalize
regularize
anodize
mechanize
industrialize

mobilize
winterize
energize
pulverize
specialize
organize
unionize
polarize
generalize
subsidize

enterprise
merchandise
advertise
supervise

advertise
franchise
lengthwise
exercise

11. **BLACKBOARD SENTENCES:**

1. Aluminum is protected from the effect of weather when it is anodized.
2. Mr. Peters exercised poor judgment in hiring a man with no experience.
3. The entire shop had to be mobilized to get out the big rush order.
4. In atomic energy plants, all equipment and all uniforms are sterilized.
5. Some auto stations are owned and others are franchised.

MANPOWER DEVELOPMENT TRAINING PROGRAM

A.S.A.-"E and D" T. O. # 29

HOMEWORK ASSIGNMENT WINTERIZING THE CAR

NAME_____________________CLASS________DATE_________TEACHER_____________

1. The metal worker made the mistake of cutting the wood in the width, instead of ______________ .
2. Mister Peters tried for two years to get a ____________from the Shell Oil Company to open a station.
3. When the tire company _____________it's sale, business went up by fifty percent.
4. The work was done twice as fast after the shop was _______________.
5. Many stations get a large part of their business from the sale of _________________.

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VT006[illegible]

APPENDIX M

ED036608

BOARD OF EDUCATION, CITY OF NEW YORK

MANPOWER DEVELOPMENT & TRAINING PROGRAM

NON-ENGLISH BASIC EDUCATION-VARIED OCCUPATIONS--
COUPLED O.J.T.

OCCUPATIONS:

Commercial Occupations
Merchandising
Machine Shop
Metal Fabrication

JUNE, 1967

FOREWORD

"The dynamic curriculum is developed through an evolving process and cannot be entirely made in advance. Content and activities are determined, in part, by the process itself."

The type of education contained in this outline has abandoned traditional school subjects, as such, and makes no distinction between academic and vocational materials; the course of study must be based on material that is culled from many sources of information, rather than the study of a single textbook and a fixed body of content:

This Basic Education outline is suggestive rather than prescriptive and will, it is hoped, provide the teacher with a springboard for creating his own materials in consonance with sound educational principles. It will be of most value to the teacher who uses it to support and strengthen the learnings which the student acquires daily in his broad area training. Frequent and close communication between the "job training" teacher and the teacher of basic education is essential to the effective functioning of both programs.

We are indebted to the Division of Community Education of The New York City Board of Education for a major portion of the material in this course outline.

* * *

BOARD OF EDUCATION - CITY OF NEW YORK

MANPOWER DEVELOPMENT AND TRAINING PROGRAM

NON-ENGLISH BASIC EDUCATION - VARIED OCCUPATIONS

COUPLED O.J.T.

COMMERCIAL OCCUPATIONS, MERCHANDISING, MACHINE SHOP, METAL FABRICATION 15 Weeks - 150 Hours

UNIT TOPIC PAGE

A. BEGINNING NON-ENGLISH SPEAKING TRAINEES

1. Basic English Word Order........................... 1
2. Grammatical Structure........................... 2
3. Vocabulary........................... 3
4. Reading........................... 4
5. Dialogues........................... 5
6. Arithmetic........................... 6

B. INTERMEDIATE NON-ENGLISH SPEAKING TRAINEES

1. Reading........................... 7
2. Word Recognition Skills........................... 8
3. Language Skills........................... 9

C. ADVANCED NON-ENGLISH SPEAKING TRAINEES

1. Language Skills & Grammatical Structures........... 10
2. Vocabulary........................... 11

D. SUBJECT AREA CONTENT

1. Orientation........................... 12
2. Introduction and Basic Speech Patterns.............. 12
3. Mechanics and Related Vocabulary..................... 13
4. Applied Reading Comprehension Skills................ 14
5. Language Arts, Arithmetic and Review................ 14

TOTAL COURSE HOURS............ 150

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MANPOWER DEVELOPMENT & TRAINING PROGRAM
NON-ENGLISH BASIC EDUCATION - VARIED OCCUPATIONS

A. BEGINNING NON-ENGLISH SPEAKING TRAINEES

I. - BASIC ENGLISH WORD ORDER

A. - Verb "to be" - simple sentence structure

My	name	is	________
My	address	is	________
My	first name	is	________
My	last name	is	________
My	apt. no.	is	________
My	street	is	________

B. - Contrast: Singular and plural

		This	is	a	book.			These	are	books.
		This	is	a	chair.			These	are	windows.
		This	is	a	window.			These	are	chairs.
	Is	this		a	glass?		Are	these		my books?
	Is	this		my	pen?		Are	these		your pens?
What	is	this?				What	are	those?		

C. - Contrast: I - You

Pronouns as subjects.
I am a teacher.
I am a woman.
You are a student.
You are a factory worker.
What are you?

Add occupations of class members.

D. - Contrast: third person
In present time--"s"
I read a book.
Rosa reads a book.
I write a letter.
He writes a letter.
Contrast:

E. - Affirmative & Negati
I am a teacher.
I am not a student.
He is a butcher.
He is not a factory wo
This is a good picture.
This is not a good pic

F. - Reverse order question
Singular-plural, - aff
negative.
Is this a book, pen, c
No, this is not a book,

Then teach contraction

No, this isn't a book.
Yes, this is a book.
Are these books?
Affirmative and negati

G. - Personal pronouns as su
Singular - plural
I am a teacher, studen
You are,-He is, We, Th
What are you? What is

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MANPOWER DEVELOPMENT & TRAINING PROGRAM
NON-ENGLISH BASIC EDUCATION - VARIED OCCUPATIONS

'are books.
'are windows.
'are chairs.
my books?
your pens?
?

members.

D. - Contrast: third person singular in present time--"s" ending
I read a book.
Rosa reads a book.
I write a letter.
He writes a letter.
Contrast:

E. - Affirmative & Negative
I am a teacher.
I am not a student.
He is a butcher.
He is not a factory worker.
This is a good picture.
This is not a good picture.

F. - Reverse order questions & responses
Singular-plural, - affirmative - negative.
Is this a book, pen, card, etc.?
No, this is not a book, etc.(at first)

Then teach contractions:

No, this isn't a book.
Yes, this is a book.
Are these books?
Affirmative and negative response

G. - Personal pronouns as subject
Singular - plural
I am a teacher, student, etc.
You are,-He is, We, They,
What are you? What is he? etc.

H. - Tag answers - Affirmative & Negative.

Yes, I am. No, I'm not.
Yes, he is. No, he is'nt,etc.

I. - Contrast: possessive pronouns

This is my hand,
your ______,his/her ________.
and plural.

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NON-ENGLISH BASIC EDUCATION - VARIED OCCUPATIONS

A. BEGINNING NON-ENGLISH SPEAKING TRAINEES

II. - GRAMMATICAL STRUCTURES

A. - The continuous present with commonly used action words: -
I am writing, - You are sitting,
He is going home, etc.

B. - "What" and "where" questions & answers
Contrast: singular & plural
Use contractions.
What's this? It's a book.
What's this? It's a hat.
What are these? They're cards.
Where's the glass? It's on the table.

C. - Some irregular noun plurals
man, woman, teeth, child, foot, etc.

D. - Prepositions of time and place
I live at ___ ______ St.
I live on ____________ St.
I live in N. Y.
I go to school, etc.

E. - Contrast:

Simple present for "every day"
Continuous present for "now"

F. - The verb "to have" in present
Stress third person singular

II. - GRAMMATICAL STRUCTURES

A. - Questions with Do/Does

B. - Negative statements with Do/Does

C. - The "ed" past of regular verbs

D. - Past forms of irregular verbs:
have, say, make, get, go, etc.

E. - Some common contractions:
I'm, he's, isn't, does'nt, can't

F. - Contrast differences between mass nouns and count nouns

mass		count
food		eggs
meat		hamburgers
fruit		oranges
"some"	vs.	"a-an"

G. - Review previous structures.
Expand gradually to include new learnings.

II. - GRAMMATICAL STRUCTURES

A. - Comparison of adjectives
regular and irregular

B. - Questions with auxiliary "did"

C. - Negative forms with auxiliary "did"

D. - Personal pronouns as objects:
me, you, him/her, us, them

E. - Position of adjective modifiers

F. - Position of adverb modifiers

G. - Adverb modifiers
answering questions
where - how - when

A. BEGINNING NON-ENGLISH SPEAKING TRAINEES

III. - VOCABULARY

Name, address, apartment, number, write, read, table, chair, desk, book, paper, card, blackboard, floor, ceiling, light, hand, eyes, ears, fingers, nose, mouth, face, head, teeth, street, man, woman, child, boy, girl, baby, pencil, pen, this, these, what, open, close, stand, sit, teacher, student, go, father, mother, arm, watch, here, there, newspaper, penny, nickel, dime, dollar, my, your, his, her, we, they, factory, worker, machine, operator, doctor, nurse, policeman, barber, secretary, warm, hot, cold, good, bad, fine, today.

The numbers: one through 20; the days of the week; the months of the year; the seasons.

Expressions of weather; simple expressions of greetings.

III. - VOCABULARY

Keep reviewing words taught in first quarter, especially:
1. expressions of greeting- which should be varied.
2. Personal identification - which should be expanded gradually.
3. Object identification - add necessary words as situations and themes demand.

   a. Further parts of the body: hair, nails, shoulder, neck, toes, etc.

   b. Vocabulary for American holidays: independence, colonies, revolution, fight, fought, etc.

Teach new areas:

   a. Telling time
   b. Days of the week and months of the year
   c. Vocabulary for travelling: bus, train, car, subway, token, station, etc., include bus and subway signs
   d. Rooms in a home and furnishings in each room
   e. Numerals 1-100; ordinal numbers 1-10

III. - VOCABULARY

Continued review of earlier vocal

Expressions about age:

1. 18 years old
   18 years of age

2. Expressions of weight and me

3. Expressions about health:
   I have a headache.
   I don't feel well, today.
   My arm hurts.
   I have a toothache, etc.

4. Expressions: to be hungry; to be thirsty; to be tired; to be worried; to be angry; to be happy, sad, proud, etc.

5. Vocabulary for eating in restaurants.

6. Vocabulary and expressions f filling out applications.

7. Essential vocabulary for reporting an emergency: fire, police, ambulance.

ds taught in first
y:
greeting-
ried.
fication - which
gradually.
cation - add
situations and

ts of the body:
, shoulder, neck,

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Continued review of earlier vocabulary.

Expressions about age:

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4. Expressions: to be hungry;
   to be thirsty; to be tired;
   to be worried; to be angry;
   to be happy, sad, proud, etc.
5. Vocabulary for eating in
   restaurants.
6. Vocabulary and expressions for
   filling out applications.
7. Essential vocabulary for
   reporting an emergency: fire,
   police, ambulance.

III. - VOCABULARY

Earlier vocabulary must be continuously reviewed to a point of automatic control

1. Teach expressions needed for services
   barber shop, plumber,
   beauty shop, laundries,
   laundromats, dry cleaner,
   shoe repairing, etc.
2. Vocabulary and expressions
   related to finding an apartment.
3. Vocabulary and expressions related
   to work, social security, union,
   insurance.
4. Income tax and other tax vocabulary:
   sales tax, take home pay, dependents,
   etc.
5. Vocabulary for amusements;
   hobbies, community recreational
   resources.

A. BEGINNING NON-ENGLISH SPEAKING TRAINEES

[illegible]. - READING

Frames used for content:
controlled themes developed from
frames, e.g.
My name is..............
My address is................
My first name is.................
My last name is.................

Reading of a few simple signs: up-down; push-pull; uptown-downtown; men-women; ladies.

oncert reading with teacher.
ndividual oral reading
(a sentence per student)

IV. - READING

1. Narrative theme developed for reading after some mastery of the basic pattern structures:
   I want to speak English; I want to write English; I want to read English; I read my English book; I write my name.

   This is a controlled narrative theme used to teach "I want, he wants." Paragraph is changed to third person singular to show the contrast.

2. Continued reading of more complex signs.

3. Recognition of simple abbreviations e.g. Mr., Mrs., Dr., No., Apt., Ave., etc.

Concert reading with teacher.
Concert reading without teacher.
Individual oral reading
(a sentence or two per student)

IV. - READING

1. Transition to re

2. Continued readin
   posters.

3. Reading of weath
   simple newspaper

4. Recognition of m
   abbreviations; e.
   yds., dept., A.M.
   C.O.D., P.S., qt.
   etc., D.C.,

Concert reading w
Concert reading w
Individual oral r
(a sentence or t
Silent Reading-

NG

theme developed for
fter some mastery of the
tern structures:
speak English; I want
English; I want to read
I read my English book;
y name.

controlled narrative
d to teach "I want, he
Paragraph is changed
person singular to show
ast.

reading of more complex

on of simple abbreviations
Mrs., Dr., No., Apt.,
.

ing with teacher.
ing without teacher.
ral reading
or two per student)

IV. - READING

1. Transition to reading text.
2. Continued reading of signs and posters.
3. Reading of weather reports and simple newspaper headlines.
4. Recognition of more complex abbreviations; e.g. lbs., oz., yds., dept., A.M., P.M., pkg., C.O.D., P.S., qt., pt., yr., bldg., etc., D.C.,

Concert reading with teacher.
Concert reading without the teacher.
Individual oral reading
(a sentence or two per student)
Silent Reading-small amounts

IV. - READING

1. More difficult text selection
2. Simple news items: e.g. story of fire.
3. Abbreviations of Eastern and larger states: e.g.
    - N.Y.
    - N.J.
    - Conn.
    - Pa.
    - Mass.
    - Calif.
    - Fla.
    - Ill.
4. Reading of Help Wanted columns.

Concert reading with teacher
Concert reading without the teacher (in groups)
Individual oral reading
(a sentence or two per student)
Silent Reading of gradually increasing amounts.

A. BEGINNING NON-ENGLISH SPEAKING TRAINEES

V. DIALOGUES	V. DIALOGUES	V. DIALOGUES	V. DIALOGUES
Based on learned structure frames. Choral responses with half class playing one role and half playing other role. Class divided. Men may take one part and women respond.	Based on learned structure frames, with expanded vocabulary.	Based on learned structure patterns - individual participation.	Spontaneous dialogues based on vocabulary of this period.

BEGINNING NON-ENGLISH SPEAKING TRAINEES

VI. ARITHMETIC

1. Counting

2. Reading and writing numbers

3. Addition of 1-3 digit numbers, depending on class level.

   Problems related to U.S. money-: making change, filling out bank deposit slips, wages & hours, etc.

4. Multiplication as a form of addition, counting by 2's, 10's, 5's, 3's and 7's.

   Related problems in marketing, in a restaurant, buying tokens, etc.

VI. ARITHMETIC

1. Weights and measures,

2. Subtraction - up to 3 digits, depending on class level.

   Problems related to marketing; the Post Office, checking the bill in the restaurant; take home pay after deductions, etc.

3. Division - up to three digits, depending on class level

   Problems related to wages and hours, rent, marketing, measurements, etc.

4. Decimals - addition and subtraction of dollars and cents.

   Use of dollars ($) and cents (¢) signs

SEE PART D SUBJECT AREA CONTENT, PAGES 12 - 14

VI. ARITHMETIC

1. Percentage

   Simple percentages as related to functional problems, e.g.
   buying on time
   interest on bank account
   interest on loans
   amount employer is charged for unemployment insurance.
   Social Security deductions.

VI. ARITHMETIC

Fractions - a form of percentage, related problems -
taxes, budgets, wage deductions (Social Security, union dues, etc.) difference in price between cash buying and buying "on time."

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NON-ENGLISH BASIC EDUCATION - VARIED

B. INTERMEDIATE NON-ENGLISH SPEAKING TRAINEES

I. **Reading** 1st quarter

I. **Reading** 2nd quarter

I. **Reading** 3rd quarte

The following sounds in context are covered with beginning readers:

1) Vowels:

a: cap, name, pay, train, walk, air, care, tail, what,
e: pet, Pete, feet, leave, near, steady
i: pin, pine
o: top, hope, other, out, who, work, foot
u: cut, cute, put
y: try, city

2) Consonant Clusters: st, th, le, sh, ph, sl, str, wh, ch,

Suggested vocabulary and drills are related to content and graded sequentially for devel

A. **Goals**

Development of sight vocabulary-carefully selected words (vocabulary of signs, of application blanks, for example: stop, go, in, out, name, address, city, state, sex, age; number of words to be taught, depending on student learning rate.)

A. **Goals**

Development of ability to read words in short, simple sentences; to identify individual words in sentences. (Vocabulary of family, home, neighborhood.)

A. **Goals**

Development of abilit
use elements of known wo
aids in recognition of n
(Vocabulary of consumer
education.)

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NON-ENGLISH BASIC EDUCATION - VARIED OCCUPATIONS

2nd quarter

I. Reading 3rd quarter

I. Reading 4th quarter

vered with beginning readers:

rain, walk, air, care, tail, what, away
leave, near, steady

ut, who, work, foot

le, sh, ph, sl, str, wh, ch, qu

lated to content and graded sequentially for development of recognition skills.

nt of ability to
short, simple
identify individual
ences. (Vocabulary
e, neighborhood.)

A. Goals

Development of ability to use elements of known words as aids in recognition of new words. (Vocabulary of consumer education.)

A. Goals

Ability of use skills that have been developed to make transition from reading of chalkboard theme to simple text. (Vocabulary of world of work.)

B. INTERMEDIATE NON-ENGLISH SPEAKING TRAINEES

II Word Recognition Skills

1. Phonetic Families:

name/same; stop/top;
age/wage; in/pin; cut/stout

2. Phonetic Clusters

st: stop, stage, stout

3. Phonetic Contrasts

(The rule of of the
final e): can/cane;
cap/cape; din/dine;
rid/ride; hop/hope;
pet/Pete; cut/cute;
(Teach put as an exception.)

C. Vocabulary Building Skills

Common suffixes:
ing in going, addressing

II Word Recognition Skills

1. Phonetic Families:

other/mother/brother;
live/give; walk/talk;
store/more/shore; house/
mouse; table/fable/sable;
chair/stair/air; feet/meet/
street; near/dear

2. Phonetic Clusters

the voiced th:
mother, brother, other,
the, this, that; le as in
table; sh as in shop

3. Phonetic Contrasts

i versus ea sounds
live/leave
sit/seat; rid/read;
lid/lead; lip/leap

C. Vocabulary Building Skills

ing after a final e:
hoping, living, leaving,
riding in contrast to ing
in reading, walking,
talking, airing

II Word Recognition Skills

1. Phonetic Families:

bank/tank/thank; pay/say/
may; tall/stall/install;
care/dare/fare; keep/deep/
steep/sleep

2. Phonetic Clusters

sl: sleep/sleeve;
slip/slid; slot/slop;
Voiceless th:
thank, thanks, thin,
think; str: street, strip,
stripe

3. Phonetic Contrasts

i versus ee sounds
slip/sleep; shin/sheen;
fit/feet; mitt/meet;
bit/beet

C. Vocabulary Building Skills

Suffixes ful versus less:
careful / careless; thankful/
thankless; hopeful/hopeless;
small words in long words:
seat, think (thin or ink),
install (in or stall), careful,
address, inside, outside, and so on

II Word Recognition Skills

1. Phonetic Families:

train/rain/main; job/sob/mob;
try/shy/why; steady/ready

2. Phonetic Clusters

wh words: where, when, what, why,
Which, who, whole

3. Phonetic Contrasts

sh versus ch
shop/chop
ship/chip
sheet/cheat
share/chore
shin/chin

C. Vocabulary Building Skills

Beginnings of syllabification;
re/train; care/less; read/ing;
hope/ful

B. INTERMEDIATE NON-ENGLISH SPEAKING TRAINEES

II. LANGUAGE SKILLS 1st quarter

1. Use of s in third person singular verbs (oral & written)
2. Capitals for names, streets, avenues
3. has versus have

III. WRITING

Manuscript writing of name, address, telephone number

IV. ARITHMETIC

Recognition and writing of numbers.

II. LANGUAGE SKILLS 2nd quarter

1. Irregular noun plurals: man, foreman, woman
2. Use of this/these; that/those
3. The ed past

III. WRITING

Copying short sentences.
Development of sentence.
Capitalization and punctuation concepts.

IV. ARITHMETIC

Correct notation of dollars and cents.
Weights and measures.

II. LANGUAGE SKILLS 3rd qua

1. Abbreviations;
   lb.; oz.; qt.,
   ft., no., ad(adverti
2. Simple word alphabet

III. WRITING

Fill-in of missing letters in familiar word
(spelling drill.)

IV. ARITHMETIC

Addition of three digit numbers with decimal poi
Concept of carrying.
Multiplication as a rapid form of addition.

SEE PART D SUBJECT AREA CONTENT, PAGES 12 - 14

SKILLS 2nd quarter

lar noun plurals:
oreman, woman
this/these;
hose
past

short sentences.
ent of sentence.
zation and punctuation
.

IC

notation of
and cents.
and measures.

NTENT, PAGES 12 - 14

II. LANGUAGE SKILLS 3rd quarter

1. Abbreviations;
   lb.; oz.; qt.,
   ft., no., ad(advertisement)

2. Simple word alphabetization

III. WRITING

Fill-in of missing
letters in familiar words.
(spelling drill.)

IV. ARITHMETIC

Addition of three digit
numbers with decimal point.
Concept of carrying.
Multiplication as a rapid
form of addition.

II. LANGUAGE SKILLS 4th quarter

The es noun plural for words
ending in s, sh, ch, x

III. WRITING

Filling in of simple application
blanks, bank deposit and withdrawal
slips.

IV. ARITHMETIC

Subtraction of sums.
Division by one digit numbers.

C. ADVANCED NON-ENGLISH SPEAKING TRAINEES

I. Language Skills & Grammatical Structures — 1st quarter

1. Questions beginning with 'did'. Answers in affirmative and negative.
2. Short and Tag endings (Yes, it is; No, it isn't; Don't you?; Didn't he?; I do, too; Neither does she; So do I.
3. Much, many, a lot of.
4. Indefinite pronouns and modifiers (any, anyone, anybody, anywhere, some, someone, somebody, no, no one, nobody, nowhere, nothing.)
5. Future (will speak; am/is/are going to speak)
6. 'Can' as an auxiliary (can go)
7. 'Like' and 'would like'.
8. Contractions: I'm, he's, isn't, doesn't.
9. Past time with auxiliary have/has (I have lived in many countries)

I. Language Skills & Grammatical Structures — 2nd quarter

1. Reflexives: myself, yourself, himself and plurals.
2. Continuous past (was talking, was working, etc.)
3. Nouns as adjective (clothes closet, hat box, kitchen shelf cook book, etc.)
4. Adverbs with 'by'.
5. Adverbial word order: often, always, usually, never, sometimes.
6. More irregular verbs (In phonetically related pairs: thought-bought; slept-wept; get-forget)
7. Contractions: there's, it's, they're, they'll, you've.
8. Irregular noun plurals.

I. Language Skills & Grammatical Structu

1. There is-there a
2. The 'used to' te
3. Passive voice.
4. Since, for, ago.
5. 'one' and 'ones'
6. Other, another, c
7. Contractions: won you'd.
8. Past and future c verbs and irregul common use eg., m buy, fly, etc.
9. Correct use of pr between, before, over, under, etc.

BOARD OF EDUCATION-CITY OF NEW YORK
MANPOWER DEVELOPMENT & TRAINING PROGRAM
NON-ENGLISH BASIC EDUCATION - VARIED OCCUPATIONS

ills &
Structures 2nd quarter

es: myself, yourself,
and plurals.

us past (was talking,
ing, etc.)

adjective (clothes
hat box, kitchen shelf
k, etc.)

with 'by'.

l word order: often,
usually, never, sometimes.

egular verbs (In
ally related pairs:
bought; slept-wept;
ct)

ions: there's, it's,
they'll, you've.

r noun plurals.

I. Language Skills &
Grammatical Structures 3rd quarter

1. There is-there are (Review)
2. The 'used to' tense.
3. Passive voice.
4. Since, for, ago.
5. 'one' and 'ones' as pronouns.
6. Other, another, others.
7. Contractions: won't, wouldn't you'd.
8. Past and future of regular verbs and irregular verbs in common use eg., make, sleep, buy, fly, etc.
9. Correct use of prepositions: between, before, by, after, over, under, etc.

I. Language Skills &
Grammatical Structures 4th quarter

1. Say and tell
2. Must/have/has to/should/ ought to; Idiomatic use of must: must be happy.
3. More prepositions: until, before, after, for, since, by during.
4. Subordinate clauses with-who, which, that, when, where, because.
5. Idioms and idiomatic expressions.

2. ADVANCED NON-ENGLISH SPEAKING TRAINEES

I. Vocabulary 1st quarter

1. Vocabulary of Occupations: Carpenter, typist, stenographer, chemist, laboratory technician, veterinarian, domestic, etc.
2. Vocabulary about social relationships: visit, guest, company, invitation, refreshments, etc.
3. Vocabulary of employment: salary, wages, deductions, foreman, supervisor, advancement, promotion, etc.
4. Consumer Education: labels, price, quality, choice, fire insurance, agent, premiums, quarterly, etc..
5. Words about schools: principal, attendance, kindergarten, PTA.
6. Community Resources: community center, playground, wading pool, sliding pond, swing, etc.
7. American fashions: suitable, casual, appropriate, old-fashioned, style, fussy, smart.

II. Vocabulary 2nd quarter

1. Contrasting pairs: cheap-expensive, ask-answer; lend-borrow; empty-full; go-stay; give-take; true-false.
2. The Community: neighborhood, background, nationality, equal, proud-pride, respect.
3. Words about Government: congress, representative, executive, legislate-legislature, court, law, Bill of Rights.
4. Community Resources: emergency, ward, clinic, out-patient, ambulance, stretcher.
5. Health Standards: examination, diet, check-up, vitamins, calories,
6. Consumer Education: rent control, landlord, tenant, fixed, installed, violation.
7. Leisure time: beach, swims, life guard, box office, orchestra, concert, ballet.
8. Words about schools: compulsory, parochial, public vs. private, advisor, coeducation, scholarship, auditorium.

II. Vocabulary 3r

1. Synonyms:
   before/previ
   always/forev
   compulsory/r
   real/genuine
   rarely;
2. Vacations:
   motel, hotel,
   picnicking; b
3. American Cus
   dating, go
   manners, inf
   fiancee, wed
4. Living Stand
   project, ur
   tioner, coope
5. Words built w
   fixes:
   un meaning
   dis meaning
   disagr
   pre meaning
   preview,
6. Root Families
   employable,
   employee, emp
   employer.
7. Geography:
   ocean, mount
   climate, agri

SEE PART B - SUBJECT AREA CONTENT, PAGES

2nd quarter

ng pairs:
pensive, ask-answer;
ow; empty-full; go-
e-take; true-false.

unity:
orhood, background,
ity, equal, proud-pride,

out Government:
ss, representative,
e, legislate-legis-
court, law, Bill of Rights.

y Resources:
ncy, ward, clinic, out-
ambulance, stretcher.

tandards:
ation, diet, check-up,
, calories,

Education:
ontrol, landlord, ten-
od, installed, viola-

time:
swims, life guard,
ce, orchestra, concert,

out schools:
sory, parochial, public vs.
advisor, coeducation,
hip, auditorium.

AREA CONTENT, PAGES

II. Vocabulary 3rd quarter

1. Synonyms:
before/previously;
always/forever;
compulsory/required;
real/genuine; seldom
rarely;

2. Vacations:
motel, hotel, picnic-
picnicking; bungalow.

3. American Customs:
dating, go steady, traditions,
manners, informal, customary,
fiancee, wedding, bride, groom.

4. Living Standards:
project, privacy, air-conditioner, cooperative.

5. Words built with common prefixes:
un meaning not: untrue, unhealthy,
dis meaning lack of: dishonest,
disagree, dislike.
pre meaning before: preheat,
preview.

6. Root Families:
employable, unemployed,
employee, emoloy, employment,
employer.

7. Geography:
ocean, mountain, boundary,
climate, agriculture.

II. Vocabulary 4th quarter

1. Community Participation
civic and political organizations member, join,
discuss, club, minutes.

2-The American Community:
immigrant, minority.

3-Citisenship Education:
rights, votes, privileges,
responsibility, propaganda,
participate, uphold, resist, cooperate.

4-Consumer Education:
health insurance, hospital
insurance (Blue Cross)

5-Words with common suffixes
tion-action, construction,
instruction.
ic-patriotic, democratic,
systematic.
ate-(as a verb): liberate,
segregate, congregate.
al-(as an adjective):
national, seasonal,
personal, cultural.
er, or, ist-(person or
thing performing the
act): typist, baker,
chemist, refrigerator,
actor, conductor.

6-Colloquialisims:
take it easy, a shot
(injection), Hi! So long,
How are things?, How are
you doing?, Break it up.

7-Idioms:
catch a cold, make money,
take a trip, etc.

BOARD OF EDUCATION - CITY OF NEW YORK

MANPOWER DEVELOPMENT & TRAINING PROGRAM

NON-ENGLISH BASIC EDUCATION - VARIED OCCUPATIONS

D. SUBJECT AREA CONTENT REFERENCE: Basic Education, Broad Area Course Outlines (Commercial Occup.,Merchandising,Machine Shop and Metal Fab.)

TOPIC	WEEKS	HOURS	CONTENT
UNIT I. ORIENTATION A. Organization B. Safety C. Human Relations	3	30	A. Purpose B. Organization and Standards C. Personal, Safety and Accident Prevention
UNIT II. INTRODUCTION AND BASIC SPEECH PATTERNS	3	30	**COMMERCIAL OCCUPATIONS** Knowledge and Ability to Identify and Use Machine Parts **MERCHANDISING** Store Operations a) Merchandise Nomenclature b) Classification of Merchandise c) Department Groupings **MACHINE SHOP** Hand Tools a) Ball-peen hammer b) soft-faced mallets c) Screw drivers, pliers, wrenches and vises d) others **METAL FABRICATION** Arc Welding a) electric b) Oxy-Acetylene c) others

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D. SUBJECT AREA CONTENT

REFERENCE: Basic Education, Broad Area Course Outlines (Commercial Occup.,Merchandising,Machine Shop & Metal Fab.)

TOPIC	WEEKS	HOURS	C O N T E N T
UNIT III. MECHANICS AND RELATED VOCABULARY	3	30	COMMERCIAL OCCUPATIONS a)Alphabet b)Punctuation c)Common Usage Words MERCHANDISING Cash Register a) types b) uses c) Machine Nomenclature MACHINE SHOP 1.Metal Sawing a)hacksaw b)bandsaw 2.Bench Filing a)nomenclature: Tang, Heel, Face, etc. b)types of files METAL FABRICATION Brake and Punch Press Operating a) Machine construction and nomenclature b) Machine operation

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NON-ENGLISH BASIC EDUCATION - VARIED OCCUPATIONS

D. SUBJECT AREA CONTENT   REFERENCE: Basic Education, Broad Area Course Outlines (Commercial Occup., Merchandising, Machine Shop & Metal Fab.)

TOPIC	WEEKS	HOURS	CONTENT
UNIT IV. APPLIED READING COMPREHENSION SKILLS	3	30	COMMERCIAL OCCUPATIONS 1. Dictionary Usage 2. Basic Principles of Attractive Arrangement MERCHANDISING 1. Store Policy 2. Stock Layout 3. Handling Money Problems MACHINE SHOP 1. Chisels and Chipping 2. Grinding and Polishing METAL FABRICATING Power Shear Operating 1. Machine Construction and Nomenclature 2. Job Cutting and Shearing Arithmetic Problems
UNIT V. LANGUAGE ARTS, ARITHMETIC AND REVIEW	3	30	COMMERCIAL OCCUPATIONS 1. Letter Format 2. Arithmetic for Commercial Occupations (EX. Spacing) MERCHANDISING 1. Store Routines and Procedures 2. Store Arithmetic (EX. Inventory Pricing) MACHINE SHOP 1. Precision Tools 2. Blueprint Reading 3. Related Arithmetic (EX. Linear Measurement) METAL FABRICATING 1. Blueprint Reading 2. Related Arithmetic (EX. Recording Production Figures)

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# SAMPLE LANGUAGE ARTS LESSONS
for
English as a Second Language ~~Trainees~~

Level II
Appendix N

VT006485

BOARD OF EDUCATION OF THE CITY OF NEW YORK
MANPOWER DEVELOPMENT TRAINING PROGRAM
110 LIVINGSTON STREET
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MAURICE D. HOPKINS
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ED036608

FOREWORD

This is one of a series of Basic Education materials developed under a special curriculum grant from the New York State Department of Education. The items have been produced on three levels. Level I materials are designed for trainees functioning below the 4th grade reading level; Level II for trainees at the 4th to 6th grade; and Level III for trainees above the 6th grade of literacy.

The following items have been developed:

- Basic Education Outline for Commercial Occupations Specifics (Typist Keypunch-Verifier, Bookkeeping Machine Operator, Medical Record Clerk, Stenographer). Levels II,III.
- Basic Education Outline for Distributive-Merchandising Specifics (Grocery Checker, Shipping Clerk, Sales Clerk). Levels II, III.
- High School Equivalency Workbooks and Teacher Guides Level III.
- Remedial Lesson Materials for Auto Service Station Attendant in Traditional Orthography and Pitman Initial Teaching Alphabet. Levels I, II.
- Non-English Basic Education-Varied Occupations (Commercial Occupations, Merchandising, Machine Shop, Metal Fabrication). Levels I, II, III.
- Sample Language Arts Lessons for English as a Second Language trainees related to the occupation of Picture Framer. Level II.
- Two sample Commercial Occupations Basic Education Units for reading improvement, Levels II and III.

This series was prepared by the Basic Education staff of the Manpower Development Training Program under the general direction of Herman A. Kressel, Director of the Manpower Development Training Program.

The research and writing were done by Evelyn K. Sussman, Basic Education Supervisor, and Vera L. Hannenberg and Helen R. Weinberg, Assistant Basic Education Supervisors.

Special thanks are extended to the Basic Education teachers who cooperated in developing and testing these materials, to Richard O'Connor Brooklyn Adult Training Center Automotive Supervisor, and Sidney Huchital, Teacher-in-Charge, Brooklyn Adult Training Center, for technical help in developing and evaluating the Auto Service Station Attendant material. Thanks are also extended to the Bureau of Community Education for its assistance.

HERMAN SLOTKIN,

Project Coordinator
January, 1968

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ENGLISH AS A SECOND LANGUAGE WITH VOCATIONAL ORIENTATION

This sample unit consists of four parts -- a teacher's blackboard guide, an original reading selection, a language lesson, and an oral discussion guide. This unit was designed for use with foreign born trainees in the Picture Frame shop in the Manpower Development Training Program, New York. The majority of trainees in the Manpower Program who are foreign born, have literacy in their native langauge. Most of the trainees born in Puerto Rico and in other Latin American countries have Spanish literacy, and those who come from Haiti are literate in French.

This sample unit assumes native language literacy and limited comprehension in English This has been the most frequent pattern in our program. The object of this teaching unit is to strengthen reading and oral comprehension skills in English with the aid of shop and job-oriented materials.

This unit is not intended for use with trainees who are illiterate in their native language as well as in English. The teaching procedure for this illiterate group must follow a different developmental pattern.

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ENGLISH AS A SECOND LANGAUGE WITH VOCATIONAL ORIENTATION

BLACKBOARD PHRASES to introduce: **"MR. PETERS MAKES HIS THIRD MISTAKE"**

picture frames
stain finish
a steady job
a temporary job
lengths of wood
the right size
stock sizes
laid off from work
get into trouble
business was slow
business was good
correct the mistakes
your personal problems
mitred corners

BLACKBOARD SENTENCES employing phrases:

1. Almost all picture frames have mitred corners.
2. A dark oak stain finish was put on all of the new frames.
3. Mr. Peters was told that his new job would be a steady job, not a temporary one.
4. Mr. Peters made mistakes in cutting the lengths of wood for the picture frames.
5. The lengths of wood must be cut and mitred to the right size so that they will fit properly.
6. When business in a shop is good, the men are not likely to be laid off from work.
7. Your boss is interested in a good days work, not in your personal problems.

MR. PETERS MAKES HIS THIRD MISTAKE

Mr. Peters worked in a shop that made wood picture frames. Many different kinds of wood were used in his shop. Some frames were made of pine, and some of oak. Some frames were finished with a stain, and some were painted. Business was good in the shop and Mr. Peters had a steady job. He worked all year and was never laid off. Business was never slow.

Mr. Peters worked at the power saw, cutting lengths of wood for special picture frame orders. He had to be very careful about his measurements. His measurements had to be exact. If he did not cut the lengths exactly right, the frame would not be the right size. It is much harder to cut special order frames than stock size frames.

Mr. Peters had a lot of trouble at home. He was very worried and could not keep his mind on the job.

So Mr. Peters began to make mistakes. The first time, he cut two sides of a frame too long. The second time, he made one length too short.

The other men in the shop knew that Mr. Peters had a lot of trouble at home. They felt sorry for Mr. Peters, but they were getting angry because he made so many mistakes on the job. They got into trouble because of Mr. Peters' mistakes. These mistakes made more work for the other men, and a lot of time was wasted correcting Mr. Peters' mistakes.

The other workers did not complain to the boss about Mr. Peters, but they were getting angrier and angrier. The first time they found a mistake in the measurements, they said nothing. The second time, they asked Mr. Peters to be more careful.

This was the third time in two weeks that Mr. Peters had measured the lengths incorrectly, and the men were so angry they went to the boss with their complaints.

The boss told the men to go back to work and called Mr. Peters into his small office. Mr. Peters was afraid. He was afraid that the boss was going to fire him.

He did not look at any of the men in the shop as he walked into the boss's office.

When he was inside the office, the boss asked him to sit down. The boss began to talk.

"Look here, Peters", he said, "I know that you have a lot of trouble at home. I know that your mind is not on your work and that this is not your first mistake but the third in two weeks."

"I feel sorry for you, but I am not a social worker. I can't worry about your personal problems. I have to run a business. If you can't do a day's work, I will have to fire you."

Mr. Peters sat there and did not say anything. After a few minutes, he looked at the boss and said, "I can't help it. I keep thinking about my problems at home."

The boss looked at Mr. Peters and thought for a minute. Then he said, "Peters, if you were a new man on the job, I would fire you right away. But you have been doing a good job for more than a year, and I don't want to lose a good man. Take a week off, and see if you can take care of your problems. If you need help, get it. Then come back to work, and I'll give you a second chance."

MR. PETERS MAKES HIS THIRD MISTAKE

Ordinal Numbers

one time - the first time - once*
two times - the second time - twice*
three times - the third time
four times - the fourth time
continue sequence to include one to ten -

Sentences to illustrate the usage of Ordinal Numbers

1. The first time Mr. Peters made a mistake, the men did not complain to the boss.
2. People who make a first mistake are usually given a second chance.
3. After the third mistake, the men in the shop were very angry at Mr. Peters.
4. Many European cars have a fourth, high speed gear.
5. Mr. Johnson took the elevator to the employment office on the fifth floor.
6. The Avenue of the Americas used to be called "Sixth Avenue".
7. It is hard to find a seat on the Seventh Avenue express during rush hours.

*special usage

Ordinal Numbers

8. Take the Independent Eighth Avenue subway to the last stop.
9. The police brought him to the ninth precinct station house.
10. There are many factories on Tenth Avenue, between Fourteenth and Fifty-Seventh Street.
11. The boss made a big party in the shop to celebrate the Twenty-Fifth anniversary of the business.

MR. PETERS MAKES HIS THIRD MISTAKE

DIRECTIONS: The following questions should be put to the class by the teacher. The class response to each of the questions should be summarized in a few simple sentences and recorded on an experience chart.

1. Why were the men in the shop angry at Mr. Peters?
2. Why didn't the men complain to the boss about his first two mistakes?
3. How did Mr. Peters make the other men angry?
4. How did Mr. Peters feel when he went into the boss's office?
5. Why didn't the boss fire Mr. Peters?
6. What advice did the boss give Mr. Peters?
7. What kind of a man was the boss?

MANPOWER DEVELOPMENT TRAINING PROGRAM

N.Y.C. BOARD OF EDUCATION

ENGLISH AS A SECOND LANGUAGE

VOCATIONAL ORIENTATION

LANGUAGE LESSON DIALOGUE

THE BOSS:- Please make an oak frame for this picture.

MR. ORTIZ:- Do you want light or dark oak molding for this frame?

THE BOSS:- Use the dark oak molding.

MR. ORTIZ:- How wide do you want the molding to be?

THE BOSS:- Use a three inch wide molding.

MR. ORTIZ:- What size frame do you want?

THE BOSS:- We need a 12 inch frame for this picture.

MR. ORTIZ:- Do we have 12 inch lengths in stock?

THE BOSS:- No, we only have two foot lengths in stock.

MR. ORTIZ:- Then I will have to cut them in half for this job.

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Level II and Level III
Reading Units --
Commercial Occupations

Appendix O

VT006485

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HERMAN SLOTKIN,

Project Coordinator
January, 1968

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TWO READING UNITS DESIGNED FOR COMMERCIAL OCCUPATIONS TRAINEES

1. A Simplified Version of The Waiting Game for 4-6 Readers with accompanying Teacher's Guide. (Level II)
2. A More Advanced Version for Readers above 6th Grade Level, with accompanying Teacher's Guide. (Level III)

"The Waiting Game" was written in two versions, on two skills levels. The selection marked 4-6 was written for Commercial Occupations trainees with limited reading skills. The accompanying Teacher's Guide and Language Lesson focus on basic comprehension skill building and spelling geared to skill needs on this level.

The more advanced version of "The Waiting Game" was written for the reader with above 6th year skills. It was designed to develop skills in comprehension through the use of contextual clues,and through directed exercises in paraphrasing. It is aimed at developing the skill of coping with written matter in which the language structure is complicated and in which figures of speech are prominent in the text. These are skills in which our more advanced Commercial Occupations trainees appear to be deficient.

While the story is identical in both selections, the writing in each has been controlled, consistent with the reading skills of the group for which it was designed. Similarly the lesson plans are different for each group, consistent with the skill goals for each.

* * * * * * * * * * *

MANPOWER DEVELOPMENT TRAINING PROGRAM

TEACHER'S GUIDE

The Waiting Game -- Reading Comprehension
Skill Building (4-6) Level II

Prepared by Vera L. Hannenberg

Motivational Questions to introduce the selection The Waiting Game

Teacher:

1. The title of the selection we are going to read is The Waiting Game. What do you think this story is about?

   What kinds of games do people play aside from sports?

2. What is meant by the expression "a sharp businessman?" What other words might we use to describe someone who is sharp? (clever, shrewd, slick, fast, etc.)

3. The story talks about a boss and a receptionist who are both hard workers. What kind of people are usually hard workers? (responsible people, conscientious people, dedicated people, serious people, eager beavers, ambitious people)

4. Miss St. Thomas worked in the reception room. What is a reception room? Where do you think it got its name?

5. The story tells you that this is a very busy office with hardworking people. What other words might be used to describe such an office? (high pressure, hectic, rush, active, etc.)

6. What steps might a receptionist take to dress up an office for an important visitor? (straighten up, stack the magazines neatly, empty the ash trays, etc.)

* * *

CHALKBOARD PHRASES

office receptionist
a 10 o'clock appointment
straightened up the office
something must be wrong
medium build

admired Mr. Gregory
a pleasant and efficient place
fresh cut flowers
began to panic
he was restless

MANPOWER DEVELOPMENT TRAINING PROGRAM

Level II.

LANGUAGE LESSON GUIDE -- to follow the reading of the selection

THE WAITING GAME

Motivation: In this story Miss St. Thomas is described as a receptionist. The room in which Miss St. Thomas works is called the reception room. Where do you think the reception room got its name? (a place where people are received.) As you see, the word reception is related to the word received. In many businesses there is a special room or ante-room set aside for receiving people. In many businesses there is also a room or even a department set aside to receive deliveries of goods or merchandise. Merchandise is delivered to the "receiving department." A reception room is the room in which people are received, and the receiving department is the place where goods or merchandise are received.

Notice that the word received is spelled with an "ei" for the "ee" sound. The same "ei" spelling is used in the word receipt. Do you know the meaning of the word receipt? Do you know that the word receive and receipt have the same root?

Notice the relationship between the following words:

receive	reception	receipt
deceive	deception	deceit
conceive	conception	conceit

Here are some examples of how you can change the form of these words:

1. Goods are received on the third floor -- or The reception of goods takes place on the third floor.
2. The customer felt that he had been deceived in the sale -- or The customer felt that there was deception in the sale.
3. The plan for the building was conceived by two architects or Two architects were responsible for the conception of the building.

Here are other words which sound like the ones we have just studied. They have a different irregular spelling.

believe	belief
relieve	relief

Write the following words five times each:

receive, receipt, deceive, conceive, relieve:

MANPOWER DEVELOPMENT TRAINING PROGRAM

Reading Comprehension (4-6) Skill Building
Commercial Operations

Reading Selection
Vera L. Hannenberg

Level II

THE WAITING GAME

Before he left the office late Friday afternoon, Mr. Gregory had given Miss St. Thomas more than a dozen letters and reports to type. These were all rush jobs which had to go out on Monday.

Mr. Gregory was a very sharp businessman and a very hard worker. The more work he had, the more he seemed to enjoy it. A lot of work never seemed to make him unhappy. Miss St. Thomas was the receptionist in Mr. Gregory's office. She too was a very hard worker and was able to keep up with Mr. Gregory. She admired Mr. Gregory because he was able to get so much done, and she was pleased that she could keep up with him. She did not seem to mind a lot of work and rushing either. She got along well with Mr. Gregory and the office was a pleasant and efficient place.

Mr. Gregory had a 10 o'clock appointment in the office on Monday morning. This was no ordinary business appointment. It had taken a whole month of careful planning to set up this meeting. Mr. Gregory had to use all of his business charm and sweet-talk to arrange this meeting. If this meeting was successful, it might mean new business for Mr. Gregory in Canada.

The Waiting Game

Miss St. Thomas understood how important this appointment was to Mr. Gregory. She straightened up the office even though she was very busy with her typing. She had even found time to order some fresh cut flowers which she had set out on her little table and on Mr. Gregory's conference table.

It was 9:45 A.M. Miss St. Thomas began to look up from her typewriter and look at the outside door. She had been expecting Mr. Gregory to walk in since 9:30 A.M. She hoped that he would see all the nice things she did to dress up the office.

Miss St. Thomas had just finished a three page report. She looked at her watch again and saw that it was five minutes to ten. Now she did not take her eyes off the front door. She was waiting for the Canadian visitor.

The telephone rang and Miss St. Thomas picked it up right away. It was Mr. Gregory on the phone. Miss St. Thomas had been thinking only of the Canadian visitor, and she had forgotten that her boss still had not come in.

When she heard Mr. Gregory's voice, she knew that something must be wrong, and she began to panic.

The Waiting Game

Mr. Gregory was called from the Briarcliff Manor station. There had been an accident on the New York Central Railroad, and he was waiting for another train. He would not be in the office for at least another hour. Miss St. Thomas was happy to hear that Mr. Gregory was not hurt. But then she remembered that he would not be there in time for the appointment. She would have to greet the visitor and keep him happy for an hour.

The door opened and a middle-aged, well-dressed man walked. He had grey hair and a medium build. Miss St. Thomas got up and walked to the door. She shook hands with the visitor.

Mr. Jackson, the visitor from Canada smiled back at Miss St. Thomas. He shook her hand and sat down in a chair in the reception room. Miss St. Thomas took Mr. Jackson's hat and coat and hung them in the closet in Mr. Gregory's office.

The waiting game had begun. Miss St. Thomas knew that she would have to figure out ways to keep this busy man happy for a whole hour.

Miss St. Thomas began to speak. "I know how Mr. Gregory is looking forward to this meeting with you", she said.

The Waiting Game

Mr. Jackson kept moving in his chair. It was clear that he was restless and nervous, and was not used to waiting for anyone. After looking around the office, he said to Miss St. Thomas, "I hope that nothing's happened to Mr. Gregory. I've gone to a lot of trouble to get here. I've had a terrible morning. I got up late and haven't even had time to eat a decent breakfast."

Miss St. Thomas saw her chance to keep Mr. Jackson from getting angry about having to wait for Mr. Gregory. With her sweetest smile, and her most pleasant tone of voice, she offered to get breakfast for Mr. Jackson.

"May I order breakfast for you from the hotel next door? They serve excellent breakfasts."

Mr. Jackson began to smile as Miss St. Thomas lifted the phone to order breakfast for him. He had a look on his face as though he knew that Miss St. Thomas was up to. He didn't seem to mind at all.

MANPOWER DEVELOPMENT TRAINING PROGRAM

Basic Education

III

Commercial Occupations
[redacted] Reading Improvement
Grade 6 (Level III)

Introductory Phrases to reading selection "The Waiting Game"

to thrive on work

boundless energy

dampen his spirits

panic set in

business breakthrough

careful pursuit

friendly persuasion

eyes riveted to the door

uneasy posture

heave a sigh of relief

there was a plot afoot

seize the opportunity

delaying tactics

Homework Assignment — "The Waiting Game"

Define these words and check the definition in the dictionary.

pursuit

persuade

capacity

thrive

gratitude

2. Write a sentence using each of these words.

3. Find a synonym for each of these words.

MANPOWER DEVELOPMENT TRAINING PROGRAM

Basic Education
Vera L. Hannenberg

Reading Comprehension
Commercial Occupations

THE WAITING GAME

Before he left the office late Friday afternoon, Mr. Gregory had given Miss St. Thomas a dozen or more letters and reports to type, all of them urgent and all of them having to go out on Monday.

Mr. Gregory was a very sharp businessman and a tireless worker. The busier and more hectic his schedule, the more he seemed to thrive on it. No amount of work seemed to dampen his spirits. Miss St. Thomas, the receptionist in the office, always managed to keep up with Mr. Gregory. She admired Mr. Gregory's boundless energy, and had a capacity for work which was a match for his. The heavy schedule, the pressure of time never seemed to bother her. The two worked in harmony making the office a bustling and cheerful place.

Mr. Gregory had scheduled a 10 o'clock meeting on Monday morning. This was no casual business meeting, for it had taken almost a month of careful pursuit to set up this meeting. It had taken all of Mr. Gregory's business charm and friendly persuasion to arrange the meeting. This was Mr. Gregory's big chance for a breakthrough in the Canadian market.

Miss St. Thomas was aware of her

boss's hopes for a successful meeting this morning. In spite of her heavy typing workload, she saw to it that the office was neat and clean and everything in its proper place. She had even ordered some fresh cut flowers for the occasion, and set them out in vases in her little office and on Mr. Gregory's conference table.

It was 9:45 A.M. and Miss St. Thomas's eyes began to shift away from her typewriter to the outside door. She had been expecting Mr. Gregory since 9:30 A.M. and hoped he would notice her efforts to brighten the office for the special visitor.

Miss St. Thomas had just finished a three page report when she looked down at her watch again. It was five minutes to ten. Her eyes were now riveted on the front door in expectation of the Canadian visitor.

The telephone ring interrupted her thoughts and Miss St. Thomas sprang towards the phone. It was Mr. Gregory. In her excitement, Miss St. Thomas had almost forgotten that Mr. Gregory had still not come in. When she heard Mr. Gregory's voice on the phone, she suddenly realized that there must be something wrong, and panic began to set in.

Mr. Gregory was calling from the Briarcliff Manor Station. There had been an accident on the New York Central, and he was stuck waiting for another train. The way it looked, he would not be able to make it into the office for at least another hour. Miss St. Thomas heaved a sigh of relief at knowing that Mr. Gregory was all right. But then she realized that she would have to greet the important visitor alone, and keep him happy and occupied for an hour.

The door opened and into the office walked a middle-aged, well-dressed, grey-haired man of medium build. Miss St. Thomas got up, walked to the door, and extended her hand in greeting.

The visitor introduced himself as Mr. Jackson, from Montreal.

Mr. Jackson responded to Miss St. Thomas's warm greeting with a broad and friendly smile. He shook her hand and followed her to the chair in the reception room. Miss St. Thomas took Mr. Jackson's hat and coat and hung them in Mr. Gregory's office closet.

The waiting game has begun, thought Miss St. Thomas. It will take all of the delaying tactics I know to keep this busy man waiting and happy for a whole hour.

Miss St. Thomas cleared her throat

to break the silence. "I know how Mr. Gregory is looking forward to this meeting with you", she said.

It was clear from Mr. Jackson's uneasy posture in the chair that he was not accustomed to being kept waiting. After looking around the office, he turned to Miss Thomas.

"I hope there's nothing serious detaining Mr. Gregory. I've gone to a lot of trouble to be here. As a matter of fact, I had quite a morning myself. I got a late start and haven't had time for a decent breakfast."

Miss St. Thomas saw her opportunity and seized it. With her sweetest smile, and her most gracious tone of voice, she suggested that a good breakfast might be just the thing.

"May I order breakfast for you from the hotel next door? They serve excellent breakfasts."

Mr. Jackson smiled a knowing smile as Miss St. Thomas lifted the phone to order breakfast for him. There was almost a twinkle in his eye as though he knew there was a plot afoot, and he was an important part of it.

The Waiting Game

COMPREHENSION QUESTIONS

1. What kind of a relationship existed between Mr. Gregory and Miss St. Thomas?

2. Miss St. Thomas's duties as a receptionist included ---

3. What special efforts did Miss St. Thomas exert for this special occasion?

4. Why was this such an important occasion?

5. Where did Mr. Gregory live? How do you know?

6. Why was Miss St. Thomas so anxious?

7. How did Miss St. Thomas know that Mr. Jackson was a restless man?

8. How did Mr. Jackson react to Miss St. Thomas's suggestion?

9. What was the "plot"?

10. What other delaying tactics might she have used?

MANPOWER DEVELOPMENT TRAINING PROGRAM

Basic Education Department | Commercial Occupations

Teacher's Guide to Developing Use of Contextual Clues

"THE WAITING GAME"

Questions to be asked by the teacher:

Q. What kind of office is described in this story?
A. (hectic, busy, active, rushed, exciting, bustling)

Q. What is meant by "this was no casual meeting"?
A. The meeting was big, important, significant, crucial, decisive)

Q. What is the opposite of a "casual meeting"?
A. The same as for "no casual meeting"-- see above

Q. What other expression could be used for "her eyes were riveted on the door"?
A. (glued to the door, staring, looking intently, fixed gaze)

Q. What thoughts probably raced through Miss St. Thomas's mind as the telephone rang?

A. (disaster, panic, fear, worry, concern over Mr. Gregory)

Q. How else might the author have described the way Mr. Jackson sat in the chair?

A. (nervous, restless, ill-at-ease, uncomfortable, annoyed, edgy, squirming).

Q. How did Miss St. Thomas feel when she saw her opportunity to solve her problem?

A. (relieved, relaxed, overjoyed, delighted)

Q. People use a special tone of voice when they are trying hard to please others. What words might be used to describe Miss St. Thomas's tone of voice when she talked to Mr. Jackson?

A. (pleasant, sweet, charming, gracious, ingratiating).

MANPOWER DEVELOPMENT TRAINING PROGRAM

Basic Education Department
Commercial Occupations

Teacher's Guide

Techniques for developing skills in paraphrasing "THE WAITING GAME"

1. Miss St. Thomas had work that could not wait. What phrase in the selection tells you this?

2. The heavier the work load, the more Mr. Gregory seemed to enjoy it. Find the sentence in the second paragraph which says the same thing.

3. Miss St. Thomas was able to work as hard and as fast as Mr. Gregory. How does the author state this?

4. Mr. Gregory was a master at "sweet talk". Where in the story are we told this?

5. Miss St. Thomas kept looking for the expected visitor. What phrase in the selection describes her waiting?

6. Miss St. Thomas was suddenly overcome with fear and anxiety. What phrase in the story tells you this?

7. After a long pause, Miss St. Thomas began to talk. What is the expression used by the author to tell you that Miss St. Thomas began to speak after a long period of quiet?

8. Mr. Jackson fidgeted in his chair. What is the author's expression for "fidgeted"?

9. Miss St. Thomas knew that she had to stall the visitor. Where does it say this in the story?

10. Mr. Jackson knew that he was helping Miss St. Thomas to put something over on him.
Where does the selection say this?

APPENDICES P, Q, R

BOARD OF EDUCATION OF THE CITY OF NEW YORK
BERNARD E. DONOVAN, SUPERINTENDENT OF SCHOOLS

MANPOWER DEVELOPMENT TRAINING PROGRAM
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ED0 36608

PLANNING MODELS for COUNSELORS doing GROUP WORK

VT006485

1968

FOREWORD

The objectives of the Counseling program in the New York City Multi-Occupational Manpower (Umbrella) Project were designed to meet the principal goal of anti-poverty legislation: to enable unemployed and underemployed poor, undereducated people to become employed skilled workers. To achieve this end, it became the purpose of counseling to assist trainees to achieve clear, realistic occupational goals, to overcome personal and family problems that obstruct training progress; to develop the knowledges, social skills, habits, and attitudes that make for job success. In this context the areas of counseling concerned were not constricted or reduced; rather were they focussed on vocational development.

However, this counseling process was restricted by two significant considerations: the type of occupational skill to be learned, and the time available to accomplish changes in behavior, that lead to training, success and job placement. If a man reading at the fifth grade level is to become a draftsman in a little more than a year, the Counselor must, in that span of time help the trainee to firm up the occupational objective, assess chances for success, deal with the obstacles to success, and learn the job-related problem solving and decision making skills, habits, and attitudes necessary for training success, job-getting, holding, and advancement.

To accomplish these objectives, the Counseling program centered on trainee self-evaluation and planning; the trainee had to be assisted to see the world as it is, himself as he is, relate the two, and make appropriate plans. The vehicle for this work was closely coordinated, occupationally-centered individual and group counseling. The key problems for the counselor in this setting were the selection of common significant problems that must be dealt with, and the planning of group work. It was the goal of the counseling curriculum project to assist in resolving these two problems.

Under the direct supervision of Mrs. Rose F. Sealy, Mr. Don Brown, and Mrs. Shirley Ford, a team of eleven counselors reviewed trainees' counseling records in consultation with some 35 of their colleagues. From this review emerged 13 consistent counseling problems:

Impulsivity
Inadequate Problem-Solving Behavior
Dealing with Official Forms, Tests, and Procedures
Self-Evaluation (Recognizing handicaps and strengths)
Self-Defeating Behavior (Inappropriate appearance, attitudes, action)
Dealing with Prejudice in Training and On-the-Job
Role-Behavior (Worker-boss, male-female, etc.)
Building a Strong Family
Decision Making (Evaluating a job in relation to ones values, abilities, etc.)
Developing Trust
Learning to Adjust to Change (of class, school, procedure, goal)
Developing Tolerance for the Demands of Work and of Organizations
Developing Skills in the Use of Resources (Instruction, Employment Service, Community Agencies).

What is particularly noteworthy is that these themes strike to the heart of the identified counseling difficulties of the disadvantaged in general and the minorities in particular. In effect, counselors, in individual and group work, are expected to teach significant items of information regarding work and self as well as the coping skills involved in the use of this information in vocational development.

These Supplementary Materials for Group Work were designed to focus counselor activity around significant trainee problems and to assist in counselor planning for the integration of information about work and self in the development of coping skills.

USING THE MATERIALS

These materials do not constitute a sequential course of study, nor do they encompass the entire scope of problems encountered in training the disadvantaged. Rather do they constitute a planning model for counselor activity in group work. Counselors will find groups with other major problems, and will create better group work plans. This is just a first effort that will help to orient the new counselor and focus the experienced counselor.

Counselors will continue to identify the needs of new trainees. They will then, utilize relevant items in Supplementary Materials for Group Work to clarify these needs and problems and teach the appropriate coping skills. As a result of subsequent evaluation these materials can then be sharpened and amplified. Hopefully, counselors will be encouraged to modify the themes and develop their own repertoire of plans. These can then be shared with others.

Planning for group work is only a part of planning for counseling which is essential if counseling is to serve Great Society Programs for the disadvantaged within the prescribed scope of time and program objectives. If planning is the lot of trainees in this context, it is as much the lot of counselors who must plan, anticipate outcomes, and come to decisions as to alternative ways of dealing with trainee problems. Supplementary Materials for Group Work is a tool to be used in the planning process.

A significant by-product of counselor involvement in the process of creating plans for groups was their rapid acceptance of the two essentials of counseling in training programs for the poor: focus on vocational direction and careful planning.

HERMAN SLOTKIN, Coordinator

January, 1968

* * * * * * * * * *

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* The reader will find that each of the items in this series involves a number of themes so that categorization is difficult. The items are grouped in this table of contents to make it easier to locate them.

Board of Education of the City of New York
MANPOWER DEVELOPMENT TRAINING PROGRAM

THEME: Prejudice - Self-Evaluation

OBJECTIVES: To illustrate the common problems that minority groups have experienced, to help trainees identify common stereotypes and to begin to change fixed attitudes about people.

SUGGESTED TIME: Variable (appropriate for a group which has successfully worked with feelings)

IMPLEMENTATION: Distribute a newspaper article and read it to the group

Trainees are told that a story from a New York newspaper will be read to them concerning the problems of minority groups in New York City.

"These New Yorkers are a great burden on the tax payers of the city requiring assistance for food and clothing, the money for which they cannot or will not earn themselves. Many come to New York from a distance and have difficulty with English.

Their neighborhoods are dirty, their houses are run down, garbage is thrown out the windows, and in the summer time the noise and dirt are almost unbearable according to civilized standards.

Crime is so common as to be almost an accepted way of life and the chances of youths getting into trouble with the law are twice those of youths in other areas of the city. Strangers entering these areas at night do so at their own risk and policemen must travel in pairs after sundown.

Since so many are unskilled, they can only get the jobs no one else wants and if they get training they are known to work for less, causing complaints that they are taking jobs away from people who have become accustomed to higher salaries.

Unless something drastic is done soon, the people in these areas may become so discouraged as to not want to rise above their surroundings. Thus the American ideal of everyman's right to better himself may be denied to this large number of New Yorkers.

Is it not a danger too, that the anger coming from this discouragement could be a cause of violence and peril to all New Yorkers?"

COUNSELOR'S QUESTIONS:

1. Does anyone have comments on this article?
2. Do you think it describes any part of the city with which you are familiar? Where?
3. Do you think that it is a fair description? Why? Why not?
4. Do you agree with the fear that the writer expresses regarding the discouragement and possible danger to all?
5. Finally, what group of people do you think is being described here?

EXAMPLES OF ANTICIPATED RESPONSES:

1. Some may state that every paper is writing about minorities these days.
2. Certain group members may identify the area as Harlem, Bedford Stuyvesant, or East New York. They may recognize that the story is not very specific.
3. Some group members might feel that it is too hard on the residents as only some are untidy and without ambition.

4. Reactions could vary from realistic anxiety to rejection, or extreme anger.

COUNSELOR

After some discussion, the counselor interrupts to state that the article was written November 26, 1877, in the New York World, that the area described is Park Avenue between 42nd and 86th Street, and that the minority group described are Irish and German immigrants, who began settling there 40 years earlier.

EXAMPLES OF ANTICIPATED RESPONSES:

1. Surprise, disbelief
2. Relief
3. Recriminations
4. Embarrassment
5. Anger

SUGGESTED QUESTIONS:

1. Do all people have prejudices, fixed ideas? How do we get them?
2. Are all prejudices concerning race?
3. What is a minority group?
4. Are there many minorities?
5. What prejudices are there about the majority?
6. Why is it important to know our biases? How does a bias limit us?
7. What are the ways to change a stereotyped idea?

SUMMARY

Counselor helps groups to summarize the discussion of a variety of kinds of biases, such as not liking a man with a mustache or a woman with green eyes so that members eventually accept prejudice as a common failing people have, and a starting point for change.

FOLLOW-UP:

1. Review of job limitations and opportunities of minority group members
2. Resources open to minority group members
3. History of minority groups in New York City.

THEME: Prejudice -- against females and/or males

OBJECTIVES: Teaching trainees that we are all prejudiced in some way and that not all prejudice is harmful. Prejudice is harmful when it affects the lives of other people or when it limits what we can do. Helping trainees to recognize their own strong feelings about males and females.

SUGGESTED TIME: Two Sessions

Broad Area or Specific Phase (for groups which have developed cohesiveness and some skill in problem-solving)

SESSION I

IMPLEMENTATION: The counselor administers a work reaction exercise to demonstrate that each person has irrational ideas called prejudice. (see attached)

COUNSELOR:

"I am going to give you a paper with some words on it. You will have a chance to learn something about yourself when you srite what you think about each work. Are you ready? Select what you like most in each row. Write M next to it. Select what you like least in each row. Write L next to it."

(If members of the group have difficulty reading, the counselor may read the words to the group)

After each trainee has apparently finished, the counselor will ask trainees to raise their hands to indicate how many liked dog least, cat least, bird least and so on to each word in each of the six columns. A tally can be made.

COUNSELOR'S QUESTIONS:

1. Why do you like dog less than bird?
2. Why do you like green less than blue?
3. How did you arrive at a decision?

EXAMPLES OF ANTICIPATED RESPONSES:

In some cases a trainee may offer a rational reason or a personal experience as a reason for selecting one word over another but by and large the choices will be irrational.

COUNSELOR'S QUESTIONS:

1. What is prejudice?
2. Do you think we are all prejudiced about something?
3. Consider what you liked and disliked. How was your decision reached?
4. How will preferring blue over green affect your life? Life of others you work with?
5. When is prejudice harmful on a job?

SUMMARY: Counselor should give group time to think about prejudice and the possibility that we are all prejudiced in some way and to some extent. Some individuals may resist making any admissions of being prejudiced. Counselor and group will develop some meanings of prejudice. (Prejudice is jumping to a conclusion before considering all the facts. It is an irrational rather than a logical decision.)

SESSION II

IMPLEMENTATION: After the group understands what prejudice is and can deal with the fact that we are all prejudiced in some way, the group can move into discussions of stereotyped beliefs shared by male trainees concerning women and female trainees concerning men.

COUNSELOR: Some male trainees have made statements like these:

1. "A women's place is in the home."
2. "Negro women are easy."
3. "It's the women's responsibility not to become pregnant."
4. "Girls are only after your money."
5. "Married men can have girlfriends, married women must be faithful."
6. "White women never respect Negro men."
7. "Women bosses are no good."

Some female trainees have made statements like these:

1. "Most men expect everything and give nothing."
2. "Most White men want only one thing from a Negro woman."
3. "Most Negro men are no good."
4. "I'd never work for a woman!"

COUNSELOR'S QUESTIONS:

1. Is this ever true? Is it always true?
2. What do you think can be the effect on a person of ideas like these? At home? On the job?
3. What can you do to learn whether it's true or not when you're not sure?

SUMMARY: The counselor will encourage the group to consider all the ways in which "fixed ideas" about males and females interfere with success at home and on the job.

FOLLOW-UP:

1. Schedule individual conferences with trainees who withdraw/get very angry. or have problems dealing with sex roles which are not dealt with in the group.
2. Suggest trainees role play new ways of acting in situations to which they have had stereotyped reactions in the past. Examples:
   - "Everytime a female teacher tells me what to do, I get angry."
   - "If I go for an interview and it's a woman, I know I won't do well."
3. Assign as homework for trainees who react negatively to males or females the task of trying a different behavior and reporting their success to the group.

Board of Education of the City of New York
MANPOWER DEVELOPMENT TRAINING PROGRAM

NAME____ SECTION___________

Select what you like most in each row. Write M next to it. Select what you like least in each row. Write L next to it.

1. dog____ cat____ bird____

2. green____ blue____ red____

3. cabbage____ lettuce____ spinach____

4. eels____ snails____ sharks____

5. pig____ cow____ deer____

6. alligator____ rattlesnake____ jellyfish____

Board of Education of the City of New York
MANPOWER DEVELOPMENT TRAINING PROGRAM

THEME: Self-Evaluation - (recognizing handicaps and strengths)

OBJECTIVES: To assist trainees to recognize what behaviors influence others to accept or reject them.
To help each trainee (and the counselor) to begin to identify his strengths in relating to peers.

SUGGESTED TIME: Pre-Vocational Phase (after a group atmosphere has developed)

IMPLEMENTATION: Counselor uses the sociogram during the session to assist the group to identify why some people are accepted and others rejected.

Counselor uses the sociogram later to identify individuals who are not selected and who may need individual counseling.

COUNSELOR'S STATEMENT:

Very often people say, "You can choose your friends but you can't choose your family". We can say the same thing about people we work with. If we could choose co-workers the way we do friends -- What would we look for?

EXAMPLES OF ANTICIPATED RESPONSES:

- A buddy - someone to eat lunch with
- I don't know
- Somebody who's experienced on the job

COUNSELOR:

"Certain people are chosen by all of us. We need to know what kind of people we choose to be with. All of us want to be chosen by others. I've brought a question sheet to help us find what we look for in people we enjoy being with. We're going to use our own answers to learn more about ourselves."

PROCEDURE:

Counselor distributes question sheets (see attached) and reads all the instructions with the trainees.

Counselor answers pertinent questions and allows group sufficient time to complete the sheets. Counselor collects each sheet from each trainee so that confidentiality is maintained.

Counselor lists why people are chosen (reasons for first choice) on a blackboard or on a large sheet of paper posted on the wall. He lists the reasons why people are avoided on a second list.

	CHOSEN	AVOIDED
Examples:	- knows the job	- doesn't know what he's doing
	- helps you	- thinks he's better than everyone else
	- really listens to me	- can't keep anything to himself
	- level headed	- doesn't care about anyone else
	- smart	- has no time for anybody
	- stays calm	- real "goof off"
	- you can rely on him	

SUGGESTED QUESTIONS:

1. What kinds of things does everyone seem to be looking for?
2. What kinds of behaviors does everyone like to avoid?

EXAMPLES OF ANTICIPATED RESPONSES:

1. Most of us want someone who'll help us or who shows he cares about us.
2. Many of us don't seem to like people who stay by themselves all the time, or are too busy or not interested in us.

SUGGESTED QUESTIONS:

1. Where do you find yourself in this picture?
2. Do you have any of these strengths ("Chosen" column)? Do you have any of these weaknesses ("Avoided" column)?

(Counselor encourages individuals to estimate their strengths and weaknesses. Members help each other by stating whether a trainee's self-evaluation in a particular area is close to the way others evaluate him.)

SUMMARY

"Probably no one of us has all the qualities other people would like us to have but it is important for each of us to have some qualities others admire if we are to get along. The first job for each person is to take long look at himself and with the help of other members of the group, decide what he already has, his strengths, and what he needs to have to get along with other people."

FOLLOW-UP

- Homework -- Each individual lists his strengths and some things he needs to improve.
- Individual Conferences -- The Counselor reviews his self-evaluation with the trainee and asks him to select the area he will start to work on.
- How Can We Help Each Other to Change -- Group suggests ways of helping each other with specific common problems.

14

QUESTIONNAIRE

Here is a list of all the members of your group. Use the list and your own ideas to answer the questions below. Your ideas are very important but not your name. Do not put your name on this paper. The group will discuss only the reasons and not the names in your answers. Do not show your answers to anyone.

I would most like to work with:

1. ______________________ Because: ___________________________
2. ______________________ Because: ___________________________
3. ______________________ Because: ___________________________

If I could not work with any of them, I would then want to work with:

4. ______________________ Because: ___________________________
5. ______________________ Because: ___________________________
6. ______________________ Because: ___________________________

On any job the people I avoid are those who __________________________

____

____.

Board of Education of the City of New York
MANPOWER DEVELOPMENT TRAINING PROGRAM

THEME: Self-Evaluation (Testing)

OBJECTIVES: To develop in each trainee a recognition of how he reacts to a test situation. To help each trainee plan how he can perform more adequately in an anxiety provoking situation.

SUGGESTED TIME: Variable. This technique provides information to the trainee whether it is given at the beginning, middle or end of the cycle. A taped recording of the session can be discussed by the group so that they can hear their reactions.

IMPLEMENTATION:

The counselor will place a sheet of paper and pencil on each desk before the group meeting. At the start of the group, the counselor will announce that there will be a test at the end of the period covering all of the previous discussions. Each is to write how he has been helped and what he has contributed to the group. The time for the test is 10 minutes. Put the following on the board:

Start: ___________
End: ___________

Remind each to be careful to spell correctly.

EXAMPLES OF ANTICIPATED RESPONSES:

1. Complete silence and withdrawl due to fear in a test situation.
2. The cliques in the group will mumble to each other about the test.
3. Openly expressed anger about the unfairness of the test. Example: "We were not informed of a test." "This is not a class, we are not supposed to have tests in group counseling."

COUNSELOR'S STATEMENT:

"This is not a real test. I arranged this so that you could find out how you act in test situations. What can you learn about yourself from what just happened?"

COUNSELOR'S QUESTIONS:

1. What did you do during this test? Why?
2. Do you remember yourself behaving like this any other time? What was that like? (job hunting, school test, etc.)
3. How does fear affect your ability in a test? (physical changes, emotional changes)
4. Where can we expect to be faced with stressful situations like tests? (job interviews, vocational placement tests, etc.)
5. What kind of plans do we need to make since we know tests are a part of training and getting jobs?

FOLLOW-UP:

1. Homework - trainees test themselves and each other frequently.
2. Group compares the course of study with the requirements of the job.
3. Counselor shows sample industrial tests.
4. Role play - job interviews
5. Counselor stages a different phony test situation later in the cycle.

Board of Education of the City of New York
MANPOWER DEVELOPMENT TRAINING PROGRAM

THEME: Problem-Solving Behavior

OBJECTIVE: To help trainees learn how to deal with an evaluation with which they do not agree.

SUGGESTED TIME: Middle of Pre-vocational training cycle (after counselor has had sufficient time to study records)

IMPLEMENTATION: Preparation - Counselor explores student records to identify strengths of each trainee in the group. The counselor prepares individual letters for five trainees indicating that each has been rejected for being inadequate in an area in which he is actually adequate or outstanding. Counselor distributes five letters.

Letter #1 - Skills: Letter states rejection of employment because of low (20 w.p.m.) typing speed. This letter is to be given to a trainee who actually types 40 w.p.m.

Letter #2 - Academic: Letter states that achievement is poor and trainee cannot go to Specifics. This letter is to be given to a trainee with a good achievement record.

Letter #3 - Interpersonal Skills: Letter states termination of job is due to poor relationships with supervisors and co-workers. This letter is to be given to a trainee who has good interpersonal relationships with others.

Letter #4 - Attendance: Letter states termination of job is due to excessive absences. This letter is to be given to a trainee who has an excellent attendance record.

Letter #5 - Appropriate Dress: Letter states termination of job is due to dress, after repeated warnings. This letter is to be given to a trainee who is well-groomed at all times.

Each trainee in turn reads his letter to the group and has an opportunity to talk about his reaction.

COUNSELOR'S QUESTION:

1. Mr. X, what would it be like if you received this letter?

EXAMPLES OF ANTICIPATED RESPONSES:

Angry:	This is a lie! They're picking on me.
Passive:	I guess it's so if they say so. They know better than I know how I'm doing.
Confused:	I thought I was doing well. Something is wrong here.

COUNSELOR'S QUESTIONS:

1. How did you feel when you read the letter? Why?
2. Do you think that the statements are true?
3. Does this information differ in any way with your evaluation of yourself in this area?
4. Is this what you are really like?
5. How can we know what we are really like (strengths, weaknesses)?

(Exploration of self-evaluation in a discussion with the group)

6. Suppose you think this letter is unfair to you. What would you do about this situation?
7. What would you do if this happened on the job?
8. How can we correct an erroneous impression others have of us?

EXAMPLES OF ANTICIPATED RESPONSES:

Angry: They're a bunch of liars and I'd go down there and tell them off.

Passive: I'd forget about it.

Realistic: I really feel this is an unfair evaluation. I know I am good at this. I guess I'd go down to the employment office and ask to see the results of my test and then perhaps ask for another test.

SUMMARY

1. If we're not sure of our own abilities we have difficulty explaining ourselves to others. If we're the least bit unsure of our best points, we become angry or upset when someone tells us we don't have them.

2. Some people are easily defeated - get very angry and want to strike out in anger.

3. A realistic approach involves collecting accurate information about yourself and getting people to consider it.

FOLLOW-UP:

- sessions with different letters for each trainee.
- role-playing in a situation in which the trainee discusses the letter with his employer.

Board of Education of the City of New York
MANPOWER DEVELOPMENT TRAINING PROGRAM

Letter #1

DATE:

Miss Mary Rose
22 Lafayette Place
Brooklyn, N. Y. 11201

Dear Miss Rose:

Your rating in our typing test was 20 w.p.m. The accepted speed is 40 w.p.m.

We regret that we cannot place you in our organization. If in the future, your speed increases to meet the minimum standard for junior typist, you may apply at this office for another test.

Sincerely,

Joan Pleasant
Personnel

JP/hf

Board of Education of the City of New York
MANPOWER DEVELOPMENT TRAINING PROGRAM

Letter #2

DATE:

Mr. John Doe
22 Lafayette Place
Brooklyn, N. Y. 11201

Dear Mr. Doe:

Our records indicate that your academic achievement in this center does not meet the minimum standard for entering the Specifics.

We regret that we are unable to place you in the Specifics for typing. Your termination is effective as of March 11, 1967.

Sincerely,

George Stanford
Teacher-in-Charge

GB/hf

Board of Education of the City of New York
MANPOWER DEVELOPMENT TRAINING PROGRAM

Letter #3

DATE:

Mr. Robert James
54 St. Johns Place
Brooklyn, N. Y. 11201

Dear Mr. James:

We regret to inform you that your services will be terminated as of March 15, 1967.

It has come to our attention that you were involved in several conflicts and disputes with your fellow workers and that this critically interferes with the operation of our plant.

Cooperating relationships among worker is essential in our line of work. We believe it is in the best interests of employee and management that your services be terminated at this time.

Kindly report to the personnel office for your final check.

Sincerely,

George Hinson
Production Manager

GH/hf

Board of Education of the City of New York
MANPOWER DEVELOPMENT TRAINING PROGRAM

Letter #4

DATE:

Mr. Robert Brown
54 St. Johns Place
Brooklyn, N. Y. 11201

Dear Mr. Brown:

Please note that your absentee record to date indicates a total of 34 days.

The Brand Production Company understands the necessity for absences due to extenuating circumstances; however, your record far exceeds the maximum number of dats allowed for illness and personal business.

Under the circumstances, we must ask you to terminate your services as of the 30th of this month.

We regret the necessity of this action in that your work record appears satisfactory; however, the management feels they can no longer maintain your position on the payroll.

Sincerely,

George Jensen
Assistant Manager

GJ/hf

Board of Education of the City of New York
MANPOWER DEVELOPMENT TRAINING PROGRAM

Letter #5

DATE:

Miss Jessie Byrd
22 Lafayette Place
Brooklyn, N. Y. 11201

Dear Miss Byrd:

This is to inform you that your services as receptionist will be terminated as of March 13, 1967.

The Windsor Company requires a minimum standard of grooming for the receptionist and typing staff, a standard which, according to our records, you have failed to meet.

Mrs. Shallow informs me that this matter has been discussed with you on repeated occasions, and that you have made no effort to improve in this area. I refer you to the "Windsor Handbook of Good Grooming" which you, no doubt received, during the first week of your orientation.

Kindly report to the personnel office on the 8th floor for your final check.

Sincerely,

Marjorie Lord
Personnel Director

ML/hf

BOARD OF EDUCATION OF THE CITY OF NEW YORK
MANPOWER DEVELOPMENT TRAINING PROGRAM

THEME: Self-Defeating Behavior in a Job Setting.

OBJECTIVE: To help develop understanding and attitudes for better interpersonal relations on a job.

SUGGESTED TIME AND USE: Two sessions near beginning or middle of cycle.

IMPLEMENTATION: Case History Presentation (oral) and Role Playing.

METHOD: Counselor states: A fellow in one of my other groups told the group that he walked out on a good job the other day. Conditions were pleasant and easy, the pay nice — but when his employer one day said, "Boy. Take this package over to the Shipping Department," he saw red. He shouted, "No one talks to me like that. I quit!" and he slammed the door.

QUESTIONS: What do you think about what happened?

Encourage discussion of feelings and thinking about what happened.

EXAMPLES OF ANTICIPATED RESPONSES:

1. "I once quit a job when a boss insulted me. I take no guff from anyone."
2. "I would say, My name is Andrew, not 'Boy'."
3. "Maybe it's the way you dressed and acted."
4. "Talk it over with the boss — let him know how you feel."
5. "Ask him why he treats you like this?"
6. "There's an ad in the subway that says, 'Boy is what you'll be called the rest of your life if you don't get an education."
7. "My boss told me my work wasn't good enough, so I quit."
8. "No one is ever going to talk down to me and get away with it. I'd fight and show him."
9. "You're already in a 1-down position with an employer, so you might as well compromise."

EXAMPLES OF QUESTIONS: (Avoid "yes" and "no" questions.)

1. How did you feel when you are called "Boy"?
2. What does being called "Boy" mean to you?
3. What do you think it meant to the employer?
4. How do you judge an exmployer's attitude toward you?
5. How would you explain to the employer how you felt and what his remark meant to you?
6. Why is it not wise to jeopardize a good job just because of one incident? What things should be taken into consideration?

ANTICIPATED RESPONSES:

1. "Everyone has a right to pride."
2. "No one has a right to talk down to you."
3. "If someone insults you — that's it."

MORE PIVOTAL QUESTIONS: (To indirectly lead to attitudinal change.)

1. Is there a difference between healthy and unhealthy pride?
2. Why is it important to talk things over?
3. How many of you find it hard to talk things over when you feel hurt?
4. Is life always fair? 100%?
5. We understand a situation better if we are sensitive to the other person's needs as well as our own. Why?
6. Why is compromise necessary sometimes?

EXAMPLES OF ANTICIPATED RESPONSES:

1. "If you know your own self-worth, no one can down you."
2. "If you're educated, you won't need to have a menial job."
3. "If you act with dignity, no one will treat you with disrespect."

RELEVANT THEMES: That may arise -

- Racial Prejudice - stereotyped images of people, education, and respect.
- How to explain oneself without getting angry.
- How to leave a job in order to get a better one.
- What if you have to leave a job because employer is hard to get-along-with?

FOLLOW-UP TOPICS COUNSELOR COULD BRING UP DURING NEXT SESSION:

- How to get a good reference if one has to leave a job.
- How to develop self-confidence through understanding other people.
- How to disagree amicably.
- How to press your point and still remain friends.
- Self-confidence through responsibility and competence.
- How to influence others.

Board of Education of the City of New York

MANPOWER DEVELOPMENT TRAINING PROGRAM

THEME: Self-Defeating Behavior - Self-Evaluation (Illness)

OBJECTIVE: To help develop insight into trainee use of illness as a self-defeating tactic and skills to cope with attendant problems

COUNSELOR - TO - GROUP:

METHOD - Today, I would like to bring before you, a situation about a student in another group. Maybe you can come up with helpful ways for him to handle his problem. I am passing around a written summary so you can each read it before you discuss it.

John reported to his group that he was very upset, since his wife has again been getting fainting spells and also spells of depression. When this happens, she either stays in bed most of the day or spends hours on end looking at TV, completely neglecting their three small children and the housework. John states he feels very sorry for her and does everything, including ironing the girls' dresses and the shopping and cleaning and cooking. He has already lost one job because of this, and is now extremely upset, because if he stays home for her, he will lost out in the program. The doctors have found nothing physically wrong with her. She saw a psychiatrist last year for a while, but that didn't help.

John is very quiet, gentle type of person, who states he has a happy marriage and feels his wife is affectionate and loves him because she is always asking "Do you love me?"

POSSIBLE QUESTIONS:

1. Have you ever come across something similar? What was it like? Why does John's wife behave this way?
2. What is your reaction to this story?
3. Is John the strong one because he does all the housework in addition to working on a job? Why?
4. How does John feel?
5. Can fainting be a "cop-out" - just like running away from a responsibility? How can you tell?
6. Is John helping her stay sick by catering to her illness?
7. Are there quiet ways of dominating? Is his wife really bossing him?
8. What do you think would happen if John refused to take over her responsibilities?
9. What would you do if you had a wife or relative like that?

ANTICIPATED RESPONSES:

Trainees should recognize the use of illness as a tactic by John's wife as well as people they know. Trainees may recognize their own use of illness as a "cop-out" in taking tests, making a decision, learning difficult skills. They may draw out of their own experience effective ways of dealing with this in others as well as themselves.

FOLLOW-UP:

Present to the Group the Solution John Acutally Chose:

John reported the next day, that discussing this problem in the group and with counselor individually was the best thing that ever happened to him. When he suggested to his wife that her illness was under HER CONTROL, that she can decide to be ill or not, and that he is no longer going to jeopardaze his future job by taking over for her when she is well enough to look at TV all day she replied, "I promise never to be sick any more." Several weeks later John reported a much better relationship with his wife, who is now concerned with his feelings and needs for the first time in their seven year marriage, and as things look now, she is over her fainting spells.

1. What do you think of John's direct approach?
2. What other approaches might he have taken?
3. What are the possible consequences of each?
4. How can you tell which approach is best?
5. Apply the same pattern to other work related situations:
    a) using illness as an excuse for poor work
    b) using illness to avoid unpleasant work
    c) using illness to avoid difficult work
    d) using illness to throw the burden on your work partner

Board of Education of the City of New York
Manpower Development Training Program

THEME: Self-Defeating Behavior (relating to attendance)

OBJECTIVES: To develop a more positive attitude towards attendance through the exploration of feelings of why people tend to be late and/or absent, and their impact on job relationships.

SUGGESTED TIME FOR USE: Shortly after group has formed. (2 - 3 weeks).

IMPLEMENTATION AND METHOD: The counselor will distribute and read with the group any of the following vignettes.

#1. ATTENDANCE AND RESPONSE TO AUTHORITY

George Dane stopped by to visit Miss Calen, the counselor. "Everything was just fine," he said, quite cheerfully. In the course of his warm and friendly conversation, he mentioned that he had been absent one day last week. Miss Calen asked, "Why?"

"I guess I was just too lazy to return in time, " he said.

"Can't agree," Miss Calen said shaking her head, "A man who works weekends and evenings to continue school and support his family isn't lazy."

It was then that Mr. Dane remembered that the day before his absence, his teacher, Mrs. Bridge, had warned him that he could not be absent one more time. He recognized the connection and questioned why he would have done this.

"I guess it's just rebellion," he said, "no one can tell me what to do."

#2. ATTENDANCE

THE CHRONIC LATE-COMER:

It's been a problem all my life.

I've lost jobs because of it.

The boss liked me -- but they just couldn't keep me on.

I remembered how angry my teacher always was in elementary (of High School) when I came to school late.

After awhile I stopped coming.

#3. ATTENDANCE AND FEELINGS ABOUT THE JOB

I'm usually on time. No hang-ups.

I can't stand people who keep me waiting.

But I had a job once -- that I really hated -- I felt so useless there. It was so dull. And I never, but never came on time. I even tried getting up early -- but something always seemed to make me late to work. I couldn't quit the job -- cause at the time I needed the money. They fired me anyway.

#4. "WHY CALL?"

On my last job I worked in the office. It was an O.K. job. No great shakes. I was only there two weeks when my babysitter left me to go back home. Her uncle had died. I had to stay home with the baby. I didn't bother to call the office to say that I was going to be out. When I got back to work the job was filled.

These Vignettes may be utilized to initiate

1. open-ended discussion
2. a buzz group
3. a role-play

Following any one of these activities, the counselor will ask any or all of the suggested questions.

1. What's going on in this situation?
2. Why do people behave this way?
3. How should he (she) have handled it?
4. How would you have handled it?
5. Sometimes we hear the expression, "self-defeating behavior". Was this person (these persons) defeating themselves? Why?
6. Why do you think he (she) acted as they did?
7. Are there any other alternatives?
8. What are the possible consequences of each alternative?
9. If you were the boss or teacher what would you have done? Why?

EXAMPLES OF ANTICIPATED RESPONSES:

1. Some trainees may react negatively and reject the concept of, "self-defeating behavior", by labeling the problem as being outside of themselves.
2. Some trainees may identify closely with these situations, realizing that this has happened to them.
3. Some trainees may react negatively by refusing to view objectively their responsibility in a job on learning situations.
4. Some trainees may gain insight as to their responsibilities both to themselves and their job on learning situations.

FOLLOW-UP:

The counselor may initiate discussion or role-play exploring how people sometimes "sabotage" themselves in other ways through absence, belligerance, insubordination, failure to study, etc.

Board of Education of The City of New York

MANPOWER DEVELOPMENT TRAINING PROGRAM

THEME: Impulsivity - Developing tolerance for the demands of organizations

OBJECTIVE: To develop rational rather than impulsive ways in which trainees can respond to disturbing written communications from organizations.

SUGGESTED USE: At the beginning of the cycle

IMPLEMENTATION: Each trainee in group receives a sealed letter (see attached letter) with his name and home address on it. The letter comes from New York State Employment Service asking the trainee to provide Mr. Volin, of the training allowance unit, with certain information.

Prior to passing out of envelopes, counselors says to group: "Make believe that you wake up tomorrow morning, eat breakfast, wash up, get dressed and leave the house on the way to school. You stop off at your mailbox and you find this letter waiting for yourself."

SUGGESTED QUESTIONS TO GROUP

1. How do you feel about receiving mail? Why?
2. What are your first feelings before opening the letter? Why?

The group is then asked to open their letters and read them.

SUGGESTED QUESTION TO GROUP

1. What will you do? Why?
2. What will you not do? Why?
3. What is your feeling toward New York State Employment Service?
4. How will your feelings towards the Employment Service influence your behavior?
5. What is your general feeling about receiving mail from agencies? Why?
6. How have your general feelings influenced your behavior?
7. What alternatives do you have? What are the consequences of each?

EXAMPLES OF EXPECTED RESPONSES:

Trainees may act passively, impulsively or hostilely. They may put the letter away and say that they will respond when they have time, they may go to the employment office and deal directly rather than coming to school and mailing to the employment service the information requested, or they may tear the letter up and raise a fuss about having their checks delayed. It is also possible that they will behave appropriately by doing what the letter suggests. It is my feeling that most trainees will act impulsively.

FOLLOW-UP:

Counselors may want to follow-up either individually or in groups with passive, impulsive or hostile reactions of trainees as self-defeating behavior in other contexts:

1. In reacting to failure to learn
2. In reacting to directions from a school aide
3. In reacting to a change in training plan or schedule
4. In reacting to criticism by a teacher
5. In reacting to criticism by a fellow trainee

NEW YORK STATE DEPARTMENT OF LABOR

LOCAL INSURANCE OFFICE 514
Training Allowance Unit
1841 Broadway
New York, N. Y. 10023

SS#

Course:

Starting Date:

Dear Trainee:

will be

Your Training Allowance payments are being delayed pending receipt of the item(s) checked below.

Please return this letter and the requested documents in the enclosed postage-free envelope.

( ) Your Birth Certificate or other proof of age.

( ) Birth Certificate of your ______________________________.

( ) Your Social Security Card or your Unemployment Insurance Book.

( ) Copy of your last Income Tax Return.

( ) Verification of employment.

( ) Other

Very truly yours,

Saul Volin
Manager

BOARD OF EDUCATION OF THE CITY OF NEW YORK
MANPOWER DEVELOPMENT TRAINING PROGRAM

THEME: Developing Skills in Handling a Job Interview.

OBJECTIVE: To explore feelings which may develop during a job interview, and to help the trainee learn effective behavior during the interview.

SUGGESTED TIME AND USE: Two weeks before completion of Specific training.

ROLE PLAYING: The counselor suggests that the trainees role play a job interview. The role play will demonstrate how both the interviewer and the applicant behave.

COUNSELOR'S STATEMENT: An office manager or foreman has only one job to fill. He has three applicants for the job. Let's find out which one he will choose and why.

The counselor selects a job title and duties from the M.T.I. Manual and asks for volunteers to play the roles of the employer and the three applicants. To make the situation realistic each applicant will be supplied with individual instructions as to how he should behave.

SEVEN INSTRUCTIONS FOR APPLICANTS

1. Act as if you don't care - angry.
2. You have been looking for two months and you feel you have to get this job. (act anxious, worried).
3. Be yourself - act natural; behave as you think you will in a real interview.
4. You really don't want this job but you're tired of looking - act beaten down, defeated; "I'll take anything".
5. You would like the job but you're afraid you won't get it. Act nervous; no self-confidence.
6. You just finished training for this work at Manpower, but you've never worked before - (Act inexperienced; as though you don't know what you have to do in an interview.)
7. You just want a part-time job so that you can stay in the Manpower Program. - (Try to get a job for only three hours a day.)

Counselor distributes three instructions in separate envelopes to each of three trainees who volunteer to apply for the job.

COUNSELOR'S STATEMENT: "Read the instructions about how you are to act during the interview but don't tell anyone what your instructions are.

While the trainees are reading instructions, the counselor should inform the trainee who will be the employer to spend three minutes on the three interviews and to act the way he thinks an employer would act. After the interviews he names his choice. He will be asked to give his reasons for it later.

COUNSELOR'S STATEMENT: "As you watch the interviews, think about which one of the applicants you would hire if you were the employer? Why?

QUESTIONS:

What do you think about this employer?
What was he interested in?
Did he make a wise choice?
Why do you think he decided not to take the other two?

EXPECTED RESPONSES:

Applicant #1 looked bored - he was sitting all crumpled up.
Applicant #2 looked nervous - he kept lighting up cigarettes.
Applicant #3 didn't seem to want the job - he was just wasting time.

COUNSELOR: "Let's find out how the employer made his decision".

EXPECTED RESPONSES OF EMPLOYER:

I selected applicant ________ because he acted like he really wants to work.
I didn't pick him; He didn't have enough energy to do the job.
I got the feeling that he would quit the job after he got his first week's pay.

QUESTIONS:

What do you think of his reasons?
What does the employer look for?
What does the employee look for?
How can we show interest in a job during an interview?
How can we show confidence in a job during an interview?

Have trainees summarize what they have learned after discussion of ways to communicate interest, confidence, and experience in job interviews.

LEARNINGS:

1. The way we feel about the job - or the interview is often communicated to the interviewer.
2. Sometimes when a person feels worried, he tries to cover it up by acting disinterested or angry. The employer can interpret your worried behavior as disinterest in the job.
3. The attitude of the applicant affects the attitude of the employer.
4. If the employer feels that the person doesn't want the job, he may not want to hire him.
5. Even though a person may have all the qualifications for the job, he may not get it because of the way he acts during the interview.

THEME: Reaction to Agency Policy

OBJECTIVES: Learning how to deal with anger and frustrations resulting from agency policy; improving skills in working effectively with rejection

SUGGESTED TIME: Pre-Vocational Phase (Group should have experience role-playing.)

IMPLEMENTATION: Counselor will distribute letters from the Department of Welfare. Some letters will indicate approval of requests for supplementary assistance and others will be letters disapproving the application. (See attached samples)

COUNSELOR:

"Pretend each of you has applied for supplementary assistance from the Dept. of Welfare because your allowance is so small that you may not be able to stay in the program. I am going to give each of you a letter of reply from the Dept. of Welfare."

(Allow group sufficient time to read and understand the letters)

1. "What do you think about your letter?"
2. "How does the letter make you feel?"

EXAMPLES OF ANTICIPATED RESPONSES:

1. "Now I know I am getting some money at last."
2. "Only $20.00 a month? Cheapskate."
3. "What do you mean only $20.00? I am not getting anything."
4. "How come you and not me?"
5. "Why do they give to some and not to others?"
6. "It isn't fair!"

COUNSELOR:

"It seems that not everyone received the same letter. Some people are going to get assistance and others are not."

1. "What do you think is going on?"
2. "What happens now?"
3. "Where does this letter leave you?"

EXAMPLES OF ANTICIPATED RESPONSES:

1. "You can't fight City Hall!"
2. "Well, I would want to know why I wasn't accepted. I would like to find out."
3. "I would go down to see the caseworker and ask him what it is all about. Maybe it can be changed."
4. "Sometimes caseworkers are prejudiced. You never know."
5. "Maybe there are some papers you can bring to prove that you need the money."

COUNSELOR:

"Some of you are saying you would try to do something about it -- that maybe more information is needed or maybe the caseworker is prejudiced. But you think you need to find out about it and work on it. While others are saying that nothing can be done about it. Why do you suppose some people are thinking of something to do and others think nothing can help?"

EXAMPLES OF ANTICIPATED RESPONSES:

1. "Cause they are mad. When you get very anger you can't think."
2. "You just want to do something to someone, get back at someone."

SUMMARY:

Counselor assists group to develop the following ideas:

- Dealing with large agencies can often be frustrating
- Sometimes when we are very angry we can't think where to turn and what to do
- We have a right to be angry but we also need to figure out where to go from there
- Hating doesn't help us
- We have to decide what to do and where to get help

FOLLOW-UP:

1. Trainees who need additional help in working with the Department of Welfare should be referred to the Social Worker.

2. If many trainees are having difficulty living on their allowances, additional information about supplementary assistance, qualifications, etc. should be presented to the group.

DEPARTMENT OF WELFARE
330 Jay Street
Brooklyn, N. Y.

Letter #1

DATE:

Unit 082
Department of Welfare
Brooklyn Center

Case #754026
NAME

Dear Sir/Madam:

This is to inform you that your application for supplementary assistance has been accepted. You will receive a semi-monthly check of $10.00.

Harry Jones
Caseworker

HJ/hf

DEPARTMENT OF WELFARE
330 Jay Street
Brooklyn, N. Y.

Letter #2 DATE:

Unit 082
Department of Welfare
Brooklyn Center

Case #754026
NAME

Dear Sir/Madam:

This is to inform you that your application for supplementary assistance has been denied.

Harry Jones
Caseworker

HJ/hf

Board of Education of the City of New York
MANPOWER DEVELOPMENT TRAINING PROGRAM

THEMES: Reaction to Agency Procedures
Developing Skills in the Use of Resources

OBJECTIVE: To confront the newly enrolled trainee with a real problem he faces during his training and to help him begin planning.

SUGGESTED TIME: Beginning of Broad Area Cycle

IMPLEMENTATION:

Counselor distributes letter describing allowance procedures to all newly enrolled trainees in the group. (see attached letter)

COUNSELOR'S QUESTIONS:

1. Is this something you knew about?
2. What questions do you have about this?
3. How does this affect you?
4. What do you think about the situation?
5. What plans do you need to make?

EXAMPLES OF ANTICIPATED RESPONSES:

"I can hardly manage on this allowance even if it weren't late!"
"Why can't they hire more clerical workers?"
"I guess I'll try to put away a little bit every week."
"I'll try to look for a part-time job."
"I'd better let my wife know about this."

COUNSELOR:

Counselor encourages group members to express their anger and to state all the problems they anticipate as a result of these procedures. (Silent members who may be unable to express or work on these problems in a group should be scheduled for individual counseling later) After the group states most problems, the counselor guides the discussion to a consideration of what choices trainees have in dealing with such a situation. Experienced members of the group should be asked to help others by reporting how they handle their money problems. The services of the social worker and the Department of Welfare should be explained. The delays occasioned by absences, incomplete addresses (apartment, floor), missing name from mail box, use of wrong social security number, etc. should be included in the discussion.

FOLLOW-UP:

1. Necessity for regular attendance and recording all checks received

2. Budgeting ideas contributed by group members

3. Family spending plans

4. Handling frustrations and anger

5. Scheduling individual conferences to help trainees who need it

NEW YORK STATE EMPLOYMENT SERVICE
MANPOWER ALLOWANCE UNIT
1841 Broadway, New York, N. Y.

DATE:

Dear New Trainee:

Your request for allowance has been granted. However, there will be a two to three week waiting period before you will begin to receive your checks regularly. You will be in Broad Area training for 11 to 16 weeks. At the end of this period, you will be transferred to a specific area of training according to your vocational choice. During this transfer period, there will be another delay of two to three weeks before you will receive your allowance checks again on a regular weekly schedule.

Due to the large number of trainees requesting allowances, there is a lot of clerical work involved in processing the necessary papers. There will be occasional delays in processing your 952 forms when there are holidays or staff problems in our office.

We would appreciate your cooperation and patience in these matters.

MM/hf

Sincerely yours,

Mr. Mann

Mr. Mann, Supervisor
Manpower Allowance Unit

Board of Education of The City of New York

MANPOWER DEVELOPMENT TRAINING PROGRAM

THEME: Decision Making - Evaluating a job in relation to one's values, abilities, etc.

OBJECTIVES: Determining reasonable job expectations within limits of values, abilities, interests, scope of training and requirements of jobs.

SUGGESTED TIME AND USE:

Beginning group (specific phase) - to stimulate planning.

IMPLEMENTATION:

Tape-Recording from a script.

METHOD:

Listening to the tape and then listing in order of importance the job requirements of each trainee after discussion.

SCENE:

Job Information Bulletin Board outside Guidance Office of Manpower Center. Waiting for interviews with Employment Service Placement Counselor, are a group of trainees for Maintenance Man who will now be leaving training after 30 weeks.

AI: Man, when you see all them jobs on the Board, its hard to figure out which is the right one.

BILL: I wish I could figure out which would be the one that's really right for me but there's too many.

AL: I know this one here ain't the one - Department of Sanitation - you know what that is -- Garbage Man

How come you have to take a test for it? Anybody can dump garbage cans into a truck.

BILL: It looks like I could pass the test from what it says here - but who wants to - but $104. a week to start!

LEN: Here's the one for me. "Assistant to Manager-Maintenance Company Real Opportunity for Advancement" There's where the action is.

AL: Give me the money. You can have the "opportunity."

BILL: I know one garbage man. He's retired now and gets half-pay and he's 41 years old.

LEN: Maybe I wouldn't mind being called Garbage Man if I could retire early and start my own company. But man I might be old and tired by then too.

BILL: Yeah Man. But maybe you'd want to keep taking tests to advance yourself and you wouldn't want to retire.

LEN: With my family - I got 4 kids - maybe this "Housing Authority Maintenance Man" is just "Mr. Right."

AL: But look at that salary.

LEN: But look at that apartment man.

AL: I wish they'd give us more chances to figure out what's the best deal around here.

LEN: Yeah. Oh, here's the Placement Man, man.

* * * * * * * * * * * * * *

POSSIBLE QUESTIONS PUT BY COUNSELOR TO STIMULATE RESPONSES:

How do you feel now that you have heard a group of trainees who are about 6 to 8 weeks "ahead of you?"

Do you feel that they are ready for an important choice? Why? Why not?

Is there anything we can do here now so that our choices might be clearer and in that way easier?

EXAMPLES OF EXPECTED RESPONSES:

How come those guys haven't had a chance to figure out the right job?

Even if they had the chance, how can you be sure which is right?

What is the one thing I should look for in a job?

Who can help me pick out the right one and then do something about it?

FOLLOW-UP:

Distribution of Job Information - e.g. Test Announcements and

and Requirements, etc. Trainees make a comparison of these evaluations given by Shop and Basic Education instructors and their own estimates. These could then be used in group or individual counseling to prepare for the decision to be made 6 weeks hence.

CHECKLIST OF MOST IMPORTANT THINGS IN A JOB FOR ME

Put (1) next to the Most Important, (2) next to Next Most Important, etc.

___________skills required

___________security ("lay-off proof", retirement, etc.)

___________money (starting salary, top salary, Chance for Advancement)

___________Prestige

___________Independence (being your "Own Boss" after a time)

___________Owning the Business

___________Using job as stepping-stone (Using it to maintain self while preparing for something else)

___________Job conditions (hours, vacations, sick leave, fringe benefits, physical demands, temperature, humidty, noise-vibration, hazards, fumed-odors, etc.)

BOARD OF EDUCATION OF THE CITY OF NEW YORK
MANPOWER DEVELOPMENT TRAINING PROGRAM

THEME: Learning to Adapt to Change.

OBJECTIVE: To explore reactions and behavior during change situations. To relate this to change of shifts or departments in the job situation. To develop a coping point of view in dealing with change.

TIME: Middle or end of Cycle - One Week.

METHOD AND IMPLEMENTATION: Each trainee in the group receives a circular announcing a change in Manpower Centers and instructions for traveling to the new center. (See attached circulars.) The counselor can explore feelings and anxieties relating to change.

METHOD: Counselor hands out circular to each trainee.

COUNSELOR STATEMENT: I've got some instructions for you. Just pass it around to each one.

Allow trainees to react to notice of change. (approx. 3 minutes).

COUNSELOR STATEMENT: Any questions?

EXPECTED RESPONSES:

Anxious - This is awful. I don't know how to get there.
Why do we have to move? I like it here.
Why do they have to fix the building while I'm here?

Negative- Forget it!
They can just forget about me - I'm not going!

Counselor and group explore anxieties.

COUNSELOR STATEMENT: What's wrong, you seem to be annoyed?

EXPECTED RESPONSES: I don't like to move - I'm comfortable here.
How do you know who they've got over there.
I didn't plan on going to another place.

COUNSELOR SUMMARY OF DISCUSSION: If things change rather suddenly, we tend to be upset about it. I wonder why?

EXPECTED RESPONSES: You know where you are now. You don't know what things are like where you are going. You get used to a place - you know everybody. You have to worry about starting all over again.

COUNSELOR STATEMENT: When we have to change a place of work - start a new job, we begin to think about all the problems we may have to encounter - all the unknowns. (Meeting new people - how will they like us - how will we like them. Finding the comfortable places to work, and eat, etc.) This is perfectly natural - human beings do not like to change - particularly when they have adapted to the present place. Can you think of a work situation where you might suddenly have to change.

EXPECTED RESPONSES:

1. A nurse who has to move to another ward after she has adapted to her present one.
2. An office worker who has to move to another unit.
3. A machine operator who has to transfer to another plant.
4. An elevator operator who is laid off because of automation.

COUNSELOR STATEMENT: In other words, there are some situations where we may have to change - not out of choice. How do we deal with it?

EXPECTED RESPONSES:

1. I'd be miserable - but I'd go.
2. I want the job - I have no choice - I'd go.
3. It's more important that I work at this job - I'll stay with it.

COUNSELOR:

1. Encourage group to think about what is important to consider about many different situations involving change and to suggest ways of controlling feelings (panic, fear, anger) so that we do not act on these feelings.
2. Have group members summarize what they have learned about change.
    a. Most of us get upset when we have to face change - particularly when we haven't made the choice.
    b. One reason we get upset is that we fear failure. We have to reaccess our own abilities to see if we can be effective on the new job.

c. We fear the unknown or the action it takes to adjust to a new situation once we are comfortable in the present one.
d. Once we know why we're upset, we can better accept the new situation.
e. The fact that we want the job or training helps us to accept the change.

FOLLOW-UP DISCUSSIONS:

1. The role of choice in a change situation.
2. The consideration of needs in a change situation.
3. The role of self-confidence in a change situation.

BOARD OF EDUCATION OF THE CITY OF NEW YORK
MANPOWER DEVELOPMENT TRAINING PROGRAM

CIRCULAR #52

July 18, 1967

TO: ALL STAFF MEMBERS.

FROM: MR. MANN, TEACHER IN CHARGE.

RE: CLOSING OF BUILDING

The entire building will be closed for repairs as of tomorrow. Report to:

Williamsburg Adult Training Center
34 Arion Place
Brooklyn, New York

See attached circular for traveling instructions.

Mr. Mann
Teacher in Charge

MM:ash

Williamsburgh Adult Training Center
35 Arion Place
Brooklyn, N.Y. 11206

TRAVELING INSTRUCTIONS:

BMT Broadway-Brooklyn Line, Myrtle Avenue Station
or
BMT Myrtle Avenue El, Broadway Station

Eastern Parkway/Broadway Junction Station on IND Line is a change-over point to the BMT

....

New York City Adult Training Center
45 Rivington Street
New York, N.Y.

TRAVELING INSTRUCTIONS:

Any bus to Brooklyn Bridge; transfer to bus over bridge: Get off at last stop.

IND - "D" Train, Second Avenue Station

BMT - Broadway-Brooklyn Line. Get off at Bowery Station

IRT - Lexington Avenue Local, Spring Street Station

....

Mid-Manhattan Adult Training Center
212 West 120th Street
New York, N.Y. 10029

TRAVELING INSTRUCTIONS:

IND - "D" Train, 125th Street Station (This stop is closer to the school.)

IRT - Broadway-7th Avenue Line, 125th Street (& Lenox Avenue) Station

....

Harlem Adult Training Center
132 West 125th Street
New York, N.Y. 10027

TRAVELING INSTRUCTIONS:

IND - "D" Train, 125th Street Station (This stop is closer to the school.)

IRT - Broadway - 7th Avenue Line 125th Street (&Lenox Avenue Station

....

Jamaica Adult Training Center
150-14 Jamaica Avenue
Jamaica, New York

TRAVELING INSTRUCTIONS:

IND -"E" or "F" Train, Parsons Blvd. Station or Sutphin Blvd. Station.

Board of Education of the City of New York

MANPOWER DEVELOPMENT TRAINING PROGRAM

THEME: Learning to Adjust to Change

OBJECTIVE: To assist the individual to learn to adapt to new situations involving superiors and peers; to confront the group with problem situations which will develop their capacities to deal with change successfully.

SUGGESTED TIME AND USE: Middle and ending groups. This material may be used with groups which have developed some cohesiveness and some skill in problem-solving.

IMPLEMENTATION:

Method I - In the use of the first method, the counselor will cite a case study to evoke the inner feelings of group members concerning their self-worth.

John has been working for the same company for two years. He enjoys his work; likes the people on the job and is receiving a reasonable salary. John has been employed in the capacity of an office worker performing such duties as filing, answering incoming telephone calls, and typing correspondence. One morning John is called into the office by his supervisor. John was given the following direction:

> "Boy, I want you to finish the filing I gave you yesterday. I have some new work I want to give you."

The counselor will lead a discussion involving trainee reactions.

SUGGESTED QUESTIONS:

1. What's going on here?
2. How is it that a man is called "Boy"?
3. What will happen now?
4. Could you see this as actually happening to you?

ANTICIPATED RESPONSES:

1. I would quit!
2. Anger at the supervisor
3. Acceptance of the situation
4. Feeling depressed, inadequate

FOLLOW-UP:

1. How do you decide what to do in a new situation? (first reaction vs. thoughtful reaction)
2. Exposure of alternative ways of handling this situation
3. How do we understand the supervisor's behavior?
4. Making plans, decisions while uncomfortable

Method II - Bill began a new job in an insurance firm. He would be working directly under the supervision of the office manager. The first day Bill arrives at work and finds himself in the center of the office where everyone is involved in his own work. After a period of five minutes his supervisor approaches him and asks "Why are you standing there doing nothing? You know you were to report to me." In the course of the day, Bill notices that the other employees look at him, but have not approached him to engage in conversation.

SUGGESTED QUESTIONS:

1. How would Bill feel? Why?
2. What will Bill probably do?
3. What happens to a newcomer?
4. Is there any way to change such a situation?

ANTICIPATED RESPONSES: Responses may follow the feelings of:

1. I would leave
2. Anger at the people involved
3. Questioning the realness of the situation
4. Consideration of feelings of asserting oneself in a new situation
5. Consideration of ability of each to socialize and to deal with "unfriendly people".

FOLLOW-UP:

1. How do you make out working with individuals in a superior position? With co-workers? Why?

2. Why do people form groups or cliques at work?

3. Could you see any alternative ways of coping with Bill's situation?

4. If necessary, plan to direct group activities toward additional consideration of situations involving change.

Board of Education of the City of New York
MANPOWER DEVELOPMENT TRAINING PROGRAM

THEME: Developing Tolerance for the Demands of Work and of Organizations

OBJECTIVE: To prepare trainees to deal with one kind of personnel policy relating to the hiring of minority group members

SUGGESTED TIME AND USE: Toward the end of Specific training. This material can be used in a group which has already dealt with prejudice.

IMPLEMENTATION: Present the "behind-the-scenes" meeting of a Personnal Manager and Department Unit Head in a large company. The dialogue is read to the group or tape recorded.

P.M.: Mr. Smith, I advertised for that stenographer you requested for your Department Unit and I have two top candidates you can interview today.

Mr. S.: I hope that they are both Negro because, as you know, company policy is aimed toward getting more integrated departments and it has come to my attention that my department is lacking in this.

P.M.: Both candidates are qualified but one is white, while the other is Negro. The white girl's steno and typing speed are somewhat better, while the Negro girl seems to have a more engaging personality.

Mr. S.: I'll take the Negro girl. No interview necessary.

(Individuals not members of the minority group might have emphasized to them that the opposite situation in a company is entirely possible.)

SUGGESTED QUESTIONS:
1. What do you think about what happened?
2. Are personnel policies "fair"?
3. Can you see yourself in this situation?
4. What do you think will happen now?

EXAMPLES OF ANTICIPATED RESPONSES:
1. There is nothing fair about this.
2. She was not accepted entirely on her merit. She (Negro) is getting better treatment since the company policy is aimed at helping Negroes.
3. Her co-workers might feel that she is getting special consideration and give her a hard time. Also, she might be the first minority group member there. In addition, she might have to prove herself.
4. She probably will get along ("She has an engaging personality").
5. I think the white girl is being treated unfairly.
6. This is a good policy because________________________.

FOLLOW-UP:
1. How can you learn or "test" the policy or reputation of a company in relation to minorities? In relation to whites?
2. How does policy affect the worker? (working conditions, promotions, etc.)
3. What choices do you have and how do you decide what is the best plan to follow?
4. Schedule individual conferences for trainees who need to change attitudes and cannot deal with the subject of race in a group.

THEME: Developing tolerance for the demands of the place of employment and the job

OBJECTIVE: To help trainees learn how to cope with authority figures at work and to explore alternatives in dealing with threatening authority figures.

SUGGESTED TIME: Middle or Ending groups (Nursing - L.P.N.)

IMPLEMENTATION: The group session can be developed through two methods:

(1) Anecdote - followed by (2) role-playing

The counselor reads the vignette to identify trainee attitudes about authority figures.

COUNSELOR'S STATEMENT:

"I'm going to tell you about a nurse trainee who was quite upset by what happened to her on the job. As you're listening to it, see if you can figure out what went wrong."

ANECDOTE

Trainee 1: "There was excitement at the hospital this week."
Trainee 2: "What happened?"
Trainee 1: "Well, there I was getting the nipple to feed the baby I was supposed to take care of when this nurse supervisor comes up to me out of nowhere and says, 'what are you taking that nipple for?' She actually tried to pull it right out of my hand! She said, 'I'm the supervisor here'. Who was she anyway? She wasn't even on that section before. I knew what I was doing. I read the doctor's orders on the chart! But she wouldn't stop. I told her I wasn't going to talk to her - she could go see my instructor. I tried to walk away from her and she grabbed me by the arm. I don't allow anyone to touch me that way!

Well, she went and complained about me to my instructor. If I didn't have my hands full, I would have hit her."

COUNSELOR'S QUESTION:

1. What do you think about what happened?

EXAMPLES OF ANTICIPATED RESPONSES:

Angry: I would have done the same thing. I don't like people pushing me around.

Passive: I wouldn't have answered at all. I would have tried to get away.

COUNSELOR'S QUESTIONS:

1. What do you think the supervisor was trying to do? Why?
2. Can you figure out why she grabbed the trainee's arm?
3. What do you think is the reason this happened?

COUNSELOR: "Let's role play to see why each one felt and behaved the way he did."

The counselor asks for volunteers to play the supervisor and trainee. After the conflict has been enacted, the players reverse roles.

COUNSELOR'S QUESTIONS:

1. How did you feel when you were the supervisor? How did the trainee make you feel when she tried to walk away?
2. When you were the trainee, how did you feel towards the supervisor? What did you think she was trying to do?
3. How could you handle this differently?

(Counselor will select some trainees who suggest other approaches to illustrate their ideas by role-playing)

Counselor asks group to evaluate second role-playing session.

COUNSELOR'S QUESTIONS:

1. Will this way work better? How?
2. Did the supervisor become angry in this session? Why not? or Why?
3. What did the trainee do in this situation which stopped the conflict?

SUMMARY

Sometimes we have to understand how people feel about their jobs. Sometimes a supervisor does things to prove to himself that he is performing his job. The worker may have to go along with the game so that conflict does not result. So, if the supervisor is saying, "let me show you that I am in charge here", we have to learn to acknowledge this. Even a supervisor can feel unsure of his position.

FOLLOW-UP:

1. Role of L.P.N. trainee vs role of supervisor in hospital

2. Specific problems encountered by trainees in the hospital

Board of Education of the City of New York
MANPOWER DEVELOPMENT TRAINING PROGRAM

THEME: Developing Trust

OBJECTIVES: To have each trainee become aware of positive trusting relationships and to recognize the need to relate positively to someone on the job.

SUGGESTED TIME: Pre-vocational or Specific phase

IMPLEMENTATION:

The counselor will use a word game to help trainees recognize trusting relationships already existing in their lives. A "buzz session" will be used to give each trainee an opportunity to consider how and why he developed a feeling of trust with certain people in his life.

COUNSELOR'S STATEMENT:

"We're going to start with an activity today. I'm going to give each one of you a list with some names on it. Circle the name of a person you would go to if you had a problem and needed to talk it over. Think of the real people in your life.

Mother
Teacher
Boss
Girlfriend
Boyfriend
Husband
Wife
Landlord
Counselor
Neighbor
Aunt
Uncle
Fellow-worker
Cousin
Father
Sister
Religious Advisor
Brother
Grandmother
Grandfather
Some Other Person

Give the group sufficient time to think about the relationships suggested. Counselor then asks group to indicate (by a show of hands) their choices. Counselor can list those persons most frequently selected by counting each choice.

"Most people selected their mothers and fathers (or whatever group proved the highest frequency). I wonder why?

EXAMPLES OF ANTICIPATED RESPONSES:

1. Well those are the only people anyone can trust.
2. You must be kidding. I'm not going to tell anything to my landlord.
3. I've always been able to talk to my aunt. She's OK.
4. I couldn't pick anybody on that list.

COUNSELOR'S STATEMENT:

"I wonder what there is about these people you've chosen that make it possible for you to trust them? Let's break up into small "buzz" groups and try to find some answers."

Counselor can organize groups in any of several ways. It is important that trainees who chose no one, or only one person, be placed in groups in which there are trainees who chose many persons.

In a group of 12-15 members, "buzz" groups will probably have 4-5 members. Counselor directs each group to arrange chairs in small circles at different corners of the room. "Buzz" groups talk for at least 10 minutes. Counselor walks around, observes the groups, and restates the task for any group not working.

After 10 minutes, all groups return to the large circle. Counselor suggests athat one person from each group tell us some of his group's ideas about how and why you decide to trust someone. After a volunteer concludes his comments, the counselor asks if anyone in that group wants to add something.

Each group will begin to notice similarities in trusting relationships and comment about them.

EXAMPLES OF ANTICIPATED RESPONSES:

1. People you can talk to about anything are people you can trust.
2. I never realized how often I visited my cousin just to talk things over.
3. Most of us felt we had one person we could go to when we needed help.

COUNSELOR'S STATEMENT:

"So there are people you can trust. Do you think you could find someone you could trust on the job as well? Someone you could go to if you had a problem on the job?"

EXAMPLES OF ANTICIPATED RESPONSES:

Angry:	I doubt it. Everyone's out for himself.
Passive:	I'd never go to anyone. I'd keep everything to myself.
Realistic:	I'd look around and see if there wasn't at least one person.

SUMMARY (Counselor encourages a member to summarize. Other members and/or Counselor add any important ideas omitted)

We all seem to need someone we can talk to, rely on. They are the people we trust. Trusting someone makes the whole scene a little less unfriendly; you don't have to feel alone. Sometimes when we do trust people, we're able to work on some of the problems that get in our way. Even on the job, we can look for someone to trust. Job situations have problems too - sometimes we have to work them out with people on the job. You don't want to talk about every job problem with your family.

FOLLOW-UP:

- Role-playing Session -- trainee has problem with job. He has to ask someone for help. What did he do? What happened?

Board of Education of the City of New York

MANPOWER DEVELOPMENT TRAINING PROGRAM

THEME: Developing Skills in the Use of Resources

OBJECTIVE: To help trainees develop a plan for employment searching

SUGGESTED TIME AND USE: Near the end of a Specific cycle

IMPLEMENTATION: The counselor should read the following dialogue to the group after saying, "Pretty soon you will all be looking for a job in the field you have been training in. I'd like to read to you a short discussion two trainees were having not too long ago:"

Robert: You know James, we only have another two weeks left in the program. We better start thinking about a job.

James: The Employment Service is supposed to find us a job.

Robert: Are they? I thought they were going to help us find a job.

James: Come to think of it, maybe you're right? What are your plans?

Robert: I was thinking about going around in my neighborhood to see what was available.

James: That's a lot of leg work; there must be an easier way.

Robert: I've always gotten my jobs that way.

James: Maybe so, but what kind of job did you find? I'll bet they weren't such great jobs. I have a skill now and I want a "good" job.

SUGGESTED QUESTIONS:

1. What's going on with Robert and James?
2. What do you think about depending on others to find your job? Employment Service; neighborhood; friends? (include free agencies)

ANTICIPATED RESPONSES:

1. "I was promised a job."
2. "The Employment Service has to get me a job"
3. "I don't know what to do."
4. "I'm going to a private agency and get a 'good' job."

FOLLOW-UP:

1. Have you decided what is a "good" job in your occupation?
2. What are some ways other people have found these jobs?
3. How do you begin to plan?
4. What information, assistance do you think you may need?

Counselors should be equipped with a placement agency directory (see files) and should check out all the agencies since some may have moved or may have been discontinued.

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MANPOWER DEVELOPMENT TRAINING PROGRAM

THEME: Use of Forms and Role of the Applicant

OBJECTIVE: To help trainees become familiar with the contents and use of employment applications and interviews between the employer and employee.

SUGGESTED TIME: Specific Phase - several sessions

IMPLEMENTATION: Counselor will secure applications (e.g. Macy's, Korvettes, Post Office)

Trainees should be informed that on the next day they will practice applying for a job. Since they will complete employment applications, they should bring to the group all materials that they feel would be helpful to them in filling out the application. They will also take an interview. Several applicants will have an opportunity to be selected for mock interviews. After several applicants are interviewed by the counselor, the group will select the applicant they think will get the job.

COUNSELOR'S QUESTION:

"What kind of information does one need in order to fill out an application and/or take a job interview?"

EXAMPLES OF ANTICIPATED RESPONSES:

- social security card
- draft card
- discharge papers from service
- complete list of past employers and dates employed, dates terminated, wages earned, reasons for leaving
- dates attended grade school and high school, date left school
- names and addresses and phone numbers of personal references
- pocket dictionary
- other

COUNSELOR'S QUESTIONS:

1. How important is the employment application to your being hired for a job? Why?
2. What does an employment application tell an employer about a possible employee?
3. Will your employment application be filled out differently now that you have a skill trade? Why?
4. What criteria do you think an employer uses in selecting an employee?

EXAMPLES OF ANTICIPATED RESPONSES:

- neatness of application
- correct spelling of words and correct word usage
- manners
- presentation of qualifications -- does person have confidence in his ability?
- poise - how he carries himself

- work history - is it stable or are there unexplained gaps between jobs?
- education - has he completed H.S., or does he have trade training? Is training applicable to job he is applying for?
- ability to explain his situations clearly
- others

COUNSELOR:

The following day, the counselor reminds the group of what was expected of them in the way of preparing for this meeting and restates what will take place. Employment applications will then be distributed and sufficient time allowed for their completion. Counselor describes the type of employment they will be seeking and kinds of places in which they will work. Counselor collects applications and selects four applicants (volunteers). All four people will be asked to leave the room. During this time, the group with the help of the counselor, will set up criteria they will use in selecting an applicant for the job. The counselor will then call in each applicant in turn and interview him. The application form of each will be placed in the viewer (overhead projector or on a bulletin board) so that everyone can see it. The same questions should be asked of each applicant. Questions should deal with -- (1) Education - why left school, or where graduated from, why take a training course? (2) Employment - why jobs were taken, why jobs were left, what was done in between jobs? (3) Training Program - what was learned, why select the training you did? (4) Travel - would you consider traveling for 1¼ hours to a job? (5) Police Record - have you every been arrested or convicted of a crime? (6) Pay - how much do you expect to make? (7) Hours - hours you prefer to work? (8) Marital Status - any children; who cares for them, will they keep you out of work? (9) Health Status (10) Main goal in life (11) How did you get along with former co-workers?

The group is given the opportunity to ask questions and make comments after the counselor completes the interviews. Trainees in the group are encouraged to take notes and to help each applicant by assisting him to identify his strong and weak areas according to the criteria agreed upon.

After all four trainees have been interviewed, a vote is taken. Trainees should be encouraged to discuss how they decided whom to vote for.

FOLLOW-UP:

- Homework - each trainee should list his strong and weak areas in applying for a job.

- Individual conferences should be scheduled for trainees who have obvious problems which they must plan to overcome.

- Mock Interviews between trainees should be scheduled for later in training so that all trainees can practice the skills necessary for applying for jobs.

THEME: Role-Behavior (Job Applicant)

OBJECTIVE: To develop skill in handling a job interview (motivate participation in mock job interviews)

SUGGESTED TIME: During Specific Training

IMPLEMENTATION: The counselor reads to the group a description of a Manpower trainee graduated from their training area who is skilled and is recommended to an employer for a job. He is interviewed but does not get the job.

COUNSELOR:

"I'm going to tell you about the experience of one of the trainees who graduated from the _____ shop in the last cycle."

(The counselor will read a description of a fictitious trainee who applied for a job related to the shop area of the group. The applicant is to be described by the counselor as having mastered all of the shop and academic skills included in the training area. He got along well in school and had a letter of recommendation from the school for the prospective employer.)

"Mr. ____ was interviewed but he did not get the job. He was very disappointed."

COUNSELOR'S QUESTIONS:

1. What could have happened?
2. All his teachers agreed he had reached industry standards and yet he didn't get the job. Is this possible?

EXAMPLES OF ANTICIPATED RESPONSES:

1. "Maybe he had no experience in this area."
2. "They are not hiring Negroes."
3. "By the time he got to the head of the line, all the jobs were filled."
4. "He said or did something that the interviewer didn't like."

COUNSELOR:

"Let's deal with one possibibility at a time."

(Counselor encourages the group to discuss the anticipated responses such as 1, 2, & 3 above and helps them to clarify any distortions they have. The following information should be presented by group members with the assistance of the counselor.)

- Since graduates of the program apply for entry level jobs, work experience in the field is not required.
- It is against the law to discriminate against minorities, women and older workers in New York State and neither Employment Service nor the school will knowingly refer you to a job where open discrimination is practiced.

COUNSELOR'S QUESTIONS: (see anticipated response #4 above)

1. What else could be important in an interview?
2. What kinds of things do you think interviewers look for? don't like"
3. Who has ever taken an interview and will tell what it's like?
4. How does a person get ready to be successful in an interview?

SUMMARY:

Group re-states their ideas about how interviews work; how "good" people could fail to het hired and how applicants should prepare for an interview.

FOLLOW-UP:

1. Practice Interviews
2. Visit to Placement Office by group members who can then report to the others.
3. How to make a Good Impression
4. Use of Classified Advertisements

APPENDICES

Q & R

PLANNING MODELS
for
COUNSELORS
doing
GROUP WORK

USING AUDIO-VISUAL MEDIA

FOREWORD

In doing group work, counselors constantly seek to extend their repertoirs of approaches, and techniques. The following sample items are the result of our experimentation with materials using visual and tape recorded materials.*

There is a need to continue the development of such group work plans and, to extend their scope to include video-taped items.

HERMAN SLOTKIN,
Coordinator

* It should be borne in mind that the transcriptions of the tapes which are included, lack the feeling and tone of the tapes themselves.

APPENDIX Q

Board of Education of the City of New York
MANPOWER DEVELOPMENT TRAINING PROGRAM

TAPE #1 3 3/4 030-037

THEME: Self-Evaluation

OBJECTIVE: To develop the realization that personality is related to job success. To identify self-doubts, low self-esteem, fear of failure, poor personal social relations which may result in unfortunate outcomes on the job i.e., failure to gain advancement or dismissal

SUGGESTED TIME: Three sessions ; Pre-vocational,- near end of cycle,or during Specific phase

IMPLEMENTATION:

Chart: "They Couldn't Hold Their Jobs" presented to group via blackboard, projector, or individual copies
Tape of role-played on-the-job situation
Form: "What Would You Do?" on-the-job situations with which group members may identify

SESSION I

COUNSELOR:

Counselor presents chart, "They Couldn't Hold Their Jobs" to group. Counselor says, "This chart tells us some facts about why many office workers either fail to advance on their jobs or lose their jobs altogether." Counselor continues to clarify the information provided by the chart adapting the explanation to the sophistication of the group.

SUGGESTED QUESTIONS:

1. What are some facts this chart tells you about succeeding or failing to succeed on a job?

2. Does the office worker starting out on a job intend or wish to gain the reputation for being uncooperative, irresponsible?

(Group discusses the ideas presented on the chart which shows that most workers lost jobs because of difficulty in getting along with other workers and/or supervisors rather than because they lack specific skills.)

SUMMARY

Group should consider what it means to them to be judged by "how" they work as much as by "what" they can do. What plans must they make now to evaluate how they operate?

FOLLOW-UP:

1. Group rates each member

2. Group decides to learn how to handle "problem job situations".

THEY COULDN'T HOLD THEIR JOBS

Recently, the personnel managers of 75 of the best known business concerns in the United States were interviewed regarding their employment policies for office and clerical employees. The results of this inquiry are as follows:

Lack of Specific Skills	Table I % Most common cause for dismissal		Table II % deficiencies prevented promotion	
In Shorthand	2.2		3.2	
In Typing	1.6		2.4	
In English	1.6		5.2	
In Dictaphone	1.3		1.6	
In Arithmetic	1.3		3.0	
In Office Machines	.9		2.2	
In Bookkeeping	.6		1.4	
In Spelling	.6		2.7	
In Penmanship	.0	10.1%	1.8	23.5%
Character Traits				
Carelessness	14.1		7.9	
Non-cooperation	10.7		6.7	
Laziness	10.3		6.4	
Absence for Causes Other Than Illness	8.5		3.7	
Dishonesty	8.1		1.2	
Attention to Outside Things	7.9		5.6	
Lack of Initiative	7.6		10.9	
Lack of Ambition	7.2		9.7	
Lateness	6.7		4.6	
Lack of Loyalty	3.5		4.6	
Lack of Courtesy	2.2		3.3	
Insufficient Care of and Improper Clothing	1.6		3.0	
Self-Satisfaction	.9		4.4	
Irresponsibility	.3		.8	
Inadaptability	.3		1.4	
Absence Due to Illness	.0	89.9%	2.4	76.5%

SESSION II

COUNSELOR:

Counselor says, "I would like you to listen to a tape of an on-the-job situation which has been role-played. A young girl who is secretary to the sales manager of a large public relations firm has been on the job about two weeks when her boss asks if he might see her in her office". Counselor plays tape.

(Description of tape: The manager after commenting on how pleased he has been with her work, speaks with his secretary re her apparent reluctance to help him in emergencies, i.e., arrange papers on his desk, go out for coffee especially when guests are expected. The secretary admits resenting the implications that her boss thinks of her as an errand girl but insists that she likes her job and does not wish to displease him.)

EXAMPLES OF ANTICIPATED RESPONSES:

Some group members may express extreme reluctance to being identified with menial tasks; others may feel that they would go through the motions to keep the job.

FOLLOW-UP:

Counselor should focus discussion on feelings re self, i.e., self-doubts, self-esteem as they relate to job duties, title.

Suggested Questions

1. Since some people seem to judge a person by his kind of job, do you feel that you count for less if you have a job which calls for you to do things like getting coffee and running errands?

2. If you are sure you are a valuable person with improved skills, more education, does being associated with these tasks (errands, etc.) bother you in the same way?

SESSION III

COUNSELOR:

Counselor reads from form "What Would You Do?" Counselor says, "I am going to read about situations that could develop on a job and I would like you to think about them and decide what you would do. What are your choices and how would each one work for you?" Counselor may assist group to start working.

EXAMPLES OF ANTICIPATED RESPONSES:

Group may persist in blaming others and making excuses for self-defeating behavior.

FOLLOW-UP: Counselor should focus work of group on
a) how situation being discussed shows negative feelings about self
b) how these feelings result in behavior provoking unfortunate results.

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Tape #1

EMPLOYER: I wonder if I might talk to you for a minute -- that's why I called you in here. You've been here now about a week. I must say first off that I am very happy with you. You're one of the best secretaries I've ever had. You fill just about every qualification I would like. It seems to me that during the last several days your attitude has changed somewhat from what it was. You seem a little more reluctant to do your work than you were before and a little more unhappier. Is there any particular reason for it?

GAIL: Me? I,... I have been...

EMPLOYER: Yah, it seems that you haven't been as bright and as happy as I would want a secretary to be who is working for me.

GAIL: Well, I...I do like my job very much and I didn't know, I really don't think I was aware that I was acting any different than when I first came here.

EMPLOYER: Ah -- It seems to me that several small errands I've asked you to run you've seemed rather reluctant to do. For instance, if we have a meeting as we did the other day and I ask you to go down for coffee it seemed to me that you were almost a little angry at my having asked you to do this.

GAIL: Well, I hope I didn't give you that impression. I wasn't angry but -- maybe a little "put-out" because I guess I didn't think that a secretary should have to do this.

WHAT WOULD YOU DO?

1. It is your first week on a job with a large firm. You would like to make friends with the other office workers; also, you would like to make a good impression on your supervisor. What would you do?

____ Notice and correct the errors that others make.
____ Always speak well of the others to the boss.
____ Be interested and cooperative in your work.
____ Ask to be allowed to do those jobs which you can do better than some of the others.

2. An office worker who has no authority over you tells you to do something quite differently from the way you had intended. What would you do?

____ Do it her way.
____ Ignore her and do it your own way.
____ Tell her it is none of her business and that you intend to do your own work your own way.
____ Tell her to do the job herself.

3. You have been working on the job as a clerk-typist with a large firm for about two weeks. The supervisor of your section enters the office while you are reading a newspaper when you should be working. The best way out of this situation would be ...

____ To continue reading the newspaper and show no embarrassment.
____ Fold it up and return to your work.
____ Pretend that you are making news clippings having to do with your work.
____ Try to interest the supervisor by reading an important headline to her.

4. Another worker is not doing her job so that you have more than your share of work to do. Would you...

____ Explain the situation to your employer?
____ Inform her that unless she does her share of work, you will tell the boss?
____ Do as much work as you can and say nothing about your co-worker?

5. A close friend calls and tells you she is afraid she will be late. She asks you to punch her time card for her. Would you...

____ Tell her no?
____ Tell her yes?
____ Make up an excuse as to why you would not be able to help her?

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MANPOWER DEVELOPMENT TRAINING PROGRAM

TAPE #2 3 3/4 030-040 **The Nosy Counselor**

THEME: Teaching Problem-Solving Behavior

OBJECTIVE: Teaching the use of the group process

SUGGESTED TIME: At the beginning of the Pre-vocational cycle

IMPLEMENTATION: Counselor advises group that the tape describes a conversation between two trainees who just had their first group counseling session. Counselor plays tape.

COUNSELOR'S QUESTIONS:

1. What do you think is going on here?
2. What about chatting in the group session as one trainee suggests?
3. Why do you think the sessions are scheduled? What kind of work do you think this group will be doing? Why?

EXAMPLES OF ANTICIPATED RESPONSES:

1. We have to talk about our problems.
2. The counselor can tell us what to do.
3. I don't care about other people's problems.

SUMMARY:

Counselor assists the group to clarify the task of the group:

- To work on things that interfere with success in the program and on the job.
- To share ideas since ideas of others can be helpful.
- To learn to make better choices and decisions than before.
- To learn to be a problem-solving group so that everyone in the group can get help with his plans when he needs it.
- To find out what strengths and weaknesses we have and to begin working to improve ourselves.

FOLLOW-UP:

Counselor should arrange for the group to get as much practice as is necessary to develop a task oriented atmosphere.

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Tape # 2: THE NOSY COUNSELOR

BETTY: Gee! What do you think of that counselor today? What a session! He's so nosy. He always wants to know our business.

JOE: You think he's like that all the time, or just when he's in the group?

BETTY: Gee! I don't care what he's like all the time but boy he sure is nosy in the group and he's always asking us questions.

JOE: Yeah, sometimes he gets to me too.

BETTY: What do you mean he gets to you?

JOE: Oh, I dunno - sometimes you're right - sometimes he gets a little nosy and he wants to get into my business, and this sort of thing I don't like. I've been here a little longer than you have.

BETTY: But he has no right, he's got no right to ask about our business, that's private.

JOE: Yeah, but I've been here a little longer than you and I noticed that sometimes he tends to be _____. He means well, he can't always help me, but he means well.

BETTY: Well I don't think he means well. I don't see it that way.

JOE: You don't see any point in having these groups, eh?

BETTY: Yeah, I think it's great. I think it's nice for a change, you know, to chat, but we can just talk about things that we do, what we did last weekend, or maybe things about the jobs but why should he ask us questions about our private lives and about how we feel about things?

APPENDIX R

Board of Education of the City of New York
MANPOWER DEVELOPMENT TRAINING PROGRAM

THEME: Family Roles

OBJECTIVE: To increase self-understanding and understanding of parents by learning about the common effects of unemployment and poverty on family relationships.

SUGGESTED TIME: Middle groups

IMPLEMENTATION:

The counselor passes two photographs to the group so that each member has a chance to study them. (see attached)

- Photograph I - The Family by Paul Strand - scene Italy
- Photograph II - Negro Family by Eugene Smith - Life Magazine

COUNSELOR'S STATEMENT:

"I'm passing two photos around the room. Take your time -- look at them as long as you like and then pass it on."

After group has finished studying photos, counselor states: "What do you see happening here? Let's talk about the first photo." (Italian family)

EXAMPLES OF ANTICIPATED RESPONSES:

1. They're all out of work. They're poor - they live in a rotten section of town.
2. How come they don't have any shoes on?
3. It's a family - Right? And they're all standing around because they don't have jobs.

COUNSELOR'S STATEMENT: "Let's talk about the second photo."

EXAMPLES OF ANTICIPATED RESPONSES:

1. Somethings wrong. He's lost his job or somebody died.
2. He's really lost control of his feelings.
3. They look poor - maybe he doesn't have any money.

COUNSELOR'S QUESTIONS:

"Are you trying to say that when people are out of work or poor, it affects the family?"

"What can happen to a family when there are job and money problems?"

"What do you think people feel like when they are out of work? How do they behave? Why?"

"Do you understand how someone could feel 'low'; could give up?"

"What are some of the feelings you have had when you didn't have a job? If you were angry, who did you let it out on?"

EXPECTED LEARNINGS:

1. When people are poor and out of work, they sometimes take it out on the whole family.
2. Sometimes when a family has money problems, the breadmaker (wage earner) becomes angry at the world.
3. If the father, (mother) thinks he is a "failure", he may "act out" his anger at home. In an atmosphere of anger, sometimes even the children feel angry, and they don't know why. Not everyone shows his anger in the same way.

FOLLOW-UP:

1. If neither "giving up", nor "acting out" works, what else can a person learn to do about anger and/or failure?
2. What is the role of each family member in budgeting, making plans for the future of the family, and getting out of the cycle of failure?